



Appendices

Y Berwyn Catchment Area Cabinet Report

19-02-15

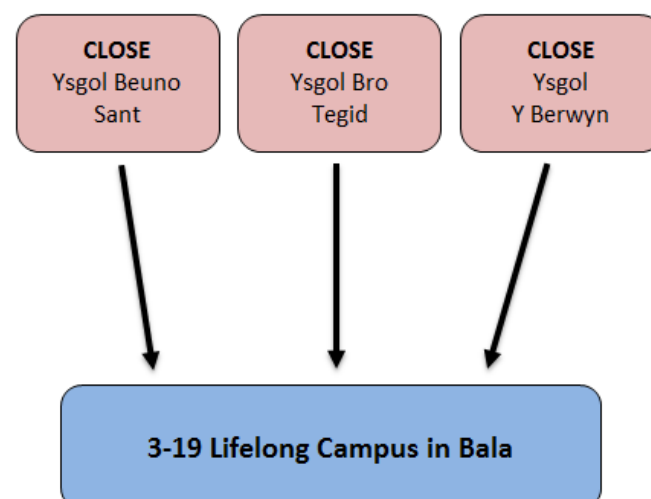
Order	Document
1	Options Appraisal
2	Church in Wales response to the Pre-consultation
3	Language, Community and Equality Impact Assessments and the Need for Different Types of Schools

Options Appraisal of the Long list of Possible Models for the Bala area

Considerations	Requirements of the “Excellent Primary Education for Children in Gwynedd” Strategy
Education Standard	Our expectations are that the learning environment for the children and teachers of the county – such as the condition of the school, the classroom, staff room, the provision for play - meet the learning requirements of the 21st Century
Pupil Numbers and Projections	Our expectations are that tendencies in terms of population and primary pupil numbers should be reflected when planning for the future of education in different catchment areas
Class Sizes and age ranges	Our expectations are that classes will be of suitable size in the primary schools of Gwynedd so that the best possible experiences and opportunities are offered to the children of the county
Management, leadership and staffing	Our expectation are that head teachers will receive support to lead and manage in a professional manner in their schools
Community	Our expectations are that the primary schools of the County are at the centre of community activities, thus enriching the pupils’ experiences and opportunities
Welsh Language	Our expectations are that the primary schools of the County are bilingual in relation to their ages so that they can be full members of the bilingual community in which they live
Financial Resources	Our expectations are for Gwynedd to make the best possible use of the financial resources available for primary education in the County
Geographical considerations	Our expectation is for every child to be entitled to access to quality education within a reasonable distance to the home
School Category (additional consideration to the strategy)	All maintained schools are required to be given a specific legal category as defined by the School Standards and Framework Act 1998.

Explanatory Note

Any reference towards creating a Lifelong Campus, includes **closing** Y Berwyn, Beuno Sant, and Bro Tryweryn schools and establishing a **New 3-19 School** on the current Ysgol Y Berwyn site – **apart from model 4** which includes closing Y Berwyn and Bro Tegid schools and establishing a New 3-19 School on the existing Ysgol y Berwyn site.



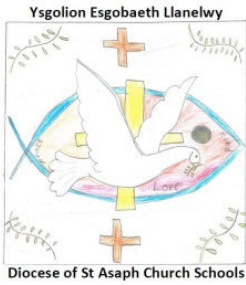
Within these tables, blue text indicates advantages, red text indicates disadvantages and the black text indicates facts or comments				
	Model 1 DO NOTHING	Model 2 LIFELONG CAMPUS AND A CATCHMENT AREA JOINT-COMMITTEE WITH THE THREE RURAL SCHOOLS	Model 3 LIFELONG CAMPUS AND FEDERALISING THE THREE RURAL SCHOOLS CATCHMENT AREA JOINT-COMMITTEE	MODEL 4 LIFELONG CAMPUS LOCAL COLLABORATION TRUST (LCT) BETWEEN BEUNO SANT AND THE CAMPUS
Considerations	No change to the learning environment. <i>Stability and certainty.</i> Sites and learning environment would remain as they are. No advantage from the 21C Programme budget to improve the town's learning environment. No opportunity for children from the rural schools to take advantage of the new resources on campus.	Building, facilities and the resources of three schools centralised on one site. Improved educational environment as well as facilities of a high standard for Bala's primary pupils. Benefit for all secondary pupils in the area. By establishing a catchment area joint-committee it would be possible to make arrangements for all the children in the catchment area to have access to the benefit of the lifelong campus. Possibility of community resources on site, and these could be beneficial for pupils and also contribute to the learning environment. Not all pupils would be able to take advantage of a 21 st century learning environment. Co-operation between the staff from different schools would not be a certainty. It would be impossible to guarantee that the same opportunities would be available for the primary children of the campus and the primary pupils in the rural schools. As a result, there would not be any formal mechanism to ensure that expertise and resources would be shared.	Building, facilities and the resources of three schools centralised on one site. Improved educational environment as well as facilities of a high standard for the primary pupils in Bala. Benefit for all secondary pupils in the area. By establishing a catchment area joint-committee it would be possible to make arrangements for all the children in the catchment area to have access to the benefit of the lifelong campus. Possibility of community resources on site, and these could be beneficial to pupils and contribute to the learning environment. It would be easier to co-plan activities and create more opportunities for children to take part in extra-curricular activities. Using staff's expertise in every school in the Federation and across sectors on campus in the town would lead to improved continuity and consistency in the children's education. Not all pupils would be able to take advantage of a 21 st century learning environment. A formal system would be established for educational provision in the catchment.	It is not likely that there would be any capital investments from the 21C Programme to improve the learning environment in the town. Sites and learning environment would remain how they are. No opportunity for children from the rural schools to take advantage of the new resources on campus. All deficiencies relating to the suitability of schools would continue
Learning Environment	All deficiencies relating to the suitability of schools in the catchment area would remain.	Possibility of community resources on site, and these could be beneficial for pupils and also contribute to the learning environment. Not all pupils would be able to take advantage of a 21 st century learning environment. Co-operation between the staff from different schools would not be a certainty. It would be impossible to guarantee that the same opportunities would be available for the primary children of the campus and the primary pupils in the rural schools. As a result, there would not be any formal mechanism to ensure that expertise and resources would be shared.	Using staff's expertise in every school in the Federation and across sectors on campus in the town would lead to improved continuity and consistency in the children's education. Not all pupils would be able to take advantage of a 21 st century learning environment. A formal system would be established for educational provision in the catchment.	All deficiencies relating to the suitability of schools would continue
Pupil Numbers and Surplus Places	No contribution to reducing the number of surplus places as the Welsh Government and Estyn expect. The catchment area would still have around 470 surplus places – close to 50%. Still over 50% of surplus places in Secondary. 42% of surplus places would remain in Ysgol Beuno Sant.	A reduction in the number of surplus places in Bala. Create a suitably sized school. A likely reduction of 300 surplus places in the catchment area. There would be no change in the number of surplus places in the rest of the catchment area outside of Bala.	A reduction in the number of surplus places in Bala. Create a suitably sized school. A likely reduction of 300 surplus places in the catchment area. There would be no change in the number of surplus places in the rest of the catchment area outside of Bala.	No contribution to reducing the number of surplus places as the Welsh Government and Estyn expect. The catchment still has around 470 surplus places – close to 50%. 42% of surplus places remain in Ysgol Beuno Sant.
Classroom Sizes and Age Range	Classes would continue to have a broad range of ages. Class sizes range between 11 and 27 in terms of numbers in primary.	Classes of a more suitable size and a reduction in the range of ages within classes in Bala. The size of classes and the range of ages in rural schools would remain the same.	Classes of a more suitable size and a reduction in the range of ages within classes in Bala. Opportunities would arise for children to come together to work with their peers in larger classes – children of similar achievement levels would also be able to work in more suitably sized groups. The size of classes and the range of ages in rural schools would remain the same.	Classes would still have a broad age range. Classroom sizes would range between 11 and 27 in terms of numbers in primary.
Leadership and Staffing	No staff redundancies. One governing body for every school. This would keep the strong connection with local communities. It would be necessary to continue to employ the same number of staff and head teachers in the catchment area. No revenue savings. The challenge of recruiting head teachers would continue. Head teachers would spend a lot of time teaching rather than managing.	More non-contact time for the head teacher to strategically lead, manage and implement. Ability to use teachers' skills more widely, and give more opportunities for staff to share expertise and experience, across an age range of 3 to 19. More flexibility in terms of planning and delivering the curriculum. One governing body in Bala, rather than the previous three governing bodies. A head teacher who can lead and manage an age range of 3-19 years old would be needed. Possibility of a reduction in the number of teaching jobs. No structure in place in terms of ensuring collaboration within the catchment area. The above advantages would not be relevant to the rural schools. The travelling distances between the three sites of the multi-site area school and the lifelong campus would impact the ability to collaborate. Large workload for the governors.	More non-contact time for the head teacher to strategically lead, manage and implement. More opportunities to share good practice and to prepare joint resources. More flexibility in terms of planning and delivering the curriculum (this could be true to some degree across the entire catchment area). More opportunities to develop middle managers. An opportunity to establish new roles that could be shared between schools (administration and bursar jobs). Two governing bodies rather than six. Better use of staff and resources between the three rural schools, and between the Federation and the campus. Consistency in the policies with only a single policy in the town, and a single policy for the rural schools. The number of head teachers for the Federation would be dependent on the decision of the governing body. A head teacher who can lead and manage a range of ages from 3 to 19 would be	Able to use teachers' skills more widely, and give more opportunities for staff to share expertise and experience, but to smaller degrees. Clarity will be needed on the matter, but it is expected that there would be one governing body in Bala town, as opposed to the previous three governing bodies. This is a model that could be managerially challenging due to Beuno Sant's Church status and the community status of Ysgol Y Berwyn. More non-contact time for the head teacher to strategically lead, manage and implement depending on the exact managerial structure.

Community	<p>No community would lose school presence.</p> <p>The unique nature of communities in Berwyn's rural catchment area would be protected.</p> <p>No capital investment for resources that would be shared by the public.</p>	<p>No community would lose school presence.</p> <p>The unique nature of communities in Berwyn's rural catchment area would be protected.</p> <p>Due to Bala's profile as a rural town with a small population, it is not anticipated that there will be a significant effect on the community</p> <p>Following further discussion, there would be opportunities to consider the co-location of community services, leading to more sustainable services going forward.</p> <p>There would be definite opportunities to support the delivery of sustainable education in rural communities, securing improved co-ordination and collaboration through the work of the joint committee</p>	<p>No community would lose school presence.</p> <p>The unique nature of communities in Berwyn's rural catchment area would be protected.</p> <p>Opportunities to broaden social experiences for children.</p> <p>Due to Bala's profile as a rural town with a small population, it is not anticipated that there will be a significant effect on the community</p> <p>Following further discussion, there would be opportunities to consider the co-location of community services, leading to more sustainable services going forward.</p> <p>There would be definite opportunities to support the delivery of sustainable education in rural communities, securing improved co-ordination and collaboration through the work of the joint committee</p>	<p>The need to ensure that there are four head teachers in the catchment area would remain.</p> <p>necessary.</p> <p>Possibility of a reduction in the number of teaching jobs.</p> <p>Large workload for the governors.</p> <p>The challenge of leading across different sites in the rural schools.</p> <p>The travelling distances between the three federation schools and the lifelong campus would impact the ability to collaborate.</p>	
Language	<p>There would be no change to the current linguistic situation.</p>	<p>There will be specific to support pupils attempting to increase their confidence in their use of both languages. This should also encourage more pupils to continue with their education in Welsh or bilingually.</p> <p>The increased number of children should also lead to pupils being able to use Welsh with their peers daily</p>	<p>Opportunities to strengthen through consistency in the policies and sharing expertise.</p> <p>There will be specific to support pupils attempting to increase their confidence in their use of both languages. This should also encourage more pupils to continue with their education in Welsh or bilingually.</p> <p>The increased number of children should also lead to pupils being able to use Welsh with their peers daily</p>	<p>No additional opportunities presented for children attending Ysgol Beuno Sant to use Welsh with their peers.</p>	
Financial Resources	<p>No revenue savings.</p> <p>Additional capital spending due to the fact that it would be necessary to continue maintaining the same number of schools.</p> <p>The Council would not take advantage of the Welsh Government 21 Century Schools budget.</p> <p>Substantial range of cost per pupil would remain.</p> <p>The cost of maintaining six sites would remain.</p>	<p>Spending per pupil in part of the catchment area more equal and more effective provision of resources.</p> <p>Less cost of maintaining buildings.</p> <p>No spending in terms of paying additional travelling costs.</p> <p>Possible reduction in staffing numbers and therefore revenue savings.</p> <p>Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities.</p> <p>The cost of maintaining three rural sites would remain.</p>	<p>Spending per pupil in the area would be more equal – more effective provision of resources.</p> <p>More opportunities to share resources.</p> <p>Less cost of maintaining buildings.</p> <p>Possible reduction in staffing numbers and therefore revenue savings.</p> <p>Collaboration could lead to better use of financial resources.</p> <p>Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities.</p> <p>The cost of maintaining three rural sites remains.</p>	<p>No spending in terms of paying additional travelling costs.</p> <p>Possible reduction in staffing numbers and therefore revenue savings.</p> <p>Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities.</p> <p>No revenue savings.</p> <p>The Council would not take advantage of the Welsh Government 21st Century Schools budget.</p> <p>Substantial range in the cost of the pupil remains.</p> <p>The cost of maintaining six sites would remain.</p>	
Geographical Factors	<p>Travelling distances would remain the same.</p>	<p>Travelling distances would remain the same.</p>	<p>Travelling distances for the children would remain the same.</p> <p>Additional travelling distance for the head teacher and staff between the multi-site area school sites.</p>		
School Category	<p>Continue with the choice for parents of community primary education provision and the Church in Wales provision.</p>	<p>The model would enable continuity of choice for parents of community and Church in Wales primary education provision, dependant on the category choice for the new 3-19 school.</p>	<p>The model would enable continuity of choice for parents of community and Church in Wales primary education provision, dependant on the category choice for the new 3-19 school.</p>		<p>Continuation of the choice for parents of community primary education provision and the Church in Wales.</p>
Additional Observations	<p>The local and wider community unhappy that they were promised a Lifelong Campus in Bala in 2011.</p> <p>Losing the opportunity to establish strong long-term educational provision in the area.</p> <p>It is not likely that there would be a similar opportunity to draw in substantial capital money in the future.</p> <p>No change in any school's legal category.</p>	<p>It would be more difficult to realise the possible benefits of the model (especially sharing teachers' expertise) because of the lack of formal arrangements between schools.</p>	<p>Reforms to the Welsh Government's Federalising Regulations have been in power since spring 2014 which provide the mechanism for Authorities to establish a federation.</p>		<p>Complicated model. Need to look closer at the implications of the collaboration trust and whether it is possible in Wales.</p>

	Model 5 CATCHMENT AREA LIFELONG CAMPUS FOR THE ENTIRE AREA	Model 6 LIFELONG CAMPUS. OM EDWARDS, BRO TRYWERNY, FRIDD Y LLYN, FEDERALISING WITH THE LIFELONG CAMPUS	Model 7 LIFELONG CAMPUS AND A MULTI-SITE AREA SCHOOL, CATCHMENT AREA COLLABORATION	Model 8 LIFELONG LEARNING CAMPUS. AND MULTI-SITE AREA SCHOOL, FEDERALISING BOTH SCHOOLS
Considerations	Building, facilities and the resources of three schools centralised on one site. Improved educational environment and facilities of a high standard for Bala's primary pupils. As this model would only be one school in the catchment area, it would be easier to ensure that this element would be beneficial to pupils of the rural sites also. Benefit for all secondary pupils in the area. Possibility of community resources on site, which could be beneficial for pupils and could also contribute to the learning environment. Opportunities would arise to use staff expertise across the sites of the lifelong campus. It would be easier to co-plan activities and create more opportunities for children to take part in extra-curricular activities. Not all pupils in the area would be able to take advantage of an improved 21st century learning environment.	Building, facilities and the resources of three schools centralised on one site. Improved educational environment and facilities of a high standard for Bala's primary pupils. Benefit for all secondary pupils in the area. Possibility of community resources on site, which could be beneficial for pupils and could also contribute to the learning environment. Opportunities would arise to use staff expertise across the rural schools and the campus in the town. It would be easier to co-plan activities and create more opportunities for children to take part in extra-curricular activities. Not all pupils in the area would be able to take advantage of an improved 21st century learning environment.	Building, facilities and the resources of three schools centralised on one site. Improved educational environment and facilities of a high standard for Bala's primary pupils. Benefit for all secondary pupils in the area. Possibility of community resources on site, and these could be beneficial to pupils and also contribute to the learning environment. By establishing a catchment area joint-committee it would be possible to make arrangements for all the children in the catchment area to have access to the benefit of the lifelong campus. It would be easier to co-plan activities and create more opportunities for children to take part in extra-curricular activities. Using staff's expertise across sites in the multi-site school and across sectors on campus in the town would lead to improved continuity and consistency in the children's education. Every pupil in the catchment area would not be able to take advantage of a 21st century learning environment. A formal system would be established for educational provision in the catchment.	Building, facilities and the resources of three schools centralised on one site. Improved educational environment and facilities of a high standard for Bala's primary pupils. Opportunities would arise to use staff expertise across the multi-site school's sites and across the campus in the town to ensure continuity and consistency in the children's education. Benefit for all secondary pupils in the area. Possibility of community resources on site, which could be beneficial for pupils and could also contribute to the learning environment. It would be easier to co-plan activities and create more opportunities for children to take part in extra-curricular activities. A robust formal system would be established for educational provision in the catchment area. Every pupil in the area would not be able to take advantage of a 21st century learning environment.
Learning Environment	A reduction in the number of surplus places in Bala. A likely reduction of 300 surplus places in the catchment area. There would be no change in the number of surplus places in the rest of the catchment area outside of Bala. A challenge would arise in trying to manage entry to the rural sites.	A reduction in the number of surplus places in Bala. A likely reduction of 300 surplus places in the catchment area. There would be no change in the number of surplus places in the rest of the catchment area outside of Bala.	A reduction in the number of surplus places in Bala. Create a suitably sized school. A likely reduction of 300 surplus places in the catchment area. A challenge would arise from trying to manage entry to the rural sites. There would be no change in the number of surplus places in the rest of the catchment area outside of Bala.	A reduction in the number of surplus places in Bala. A likely reduction of 300 surplus places in the catchment area. There would be no change in the number of surplus places in the rest of the catchment area outside of Bala. A challenge would arise in trying to manage entry to the rural sites.
Pupil Numbers	Classes of a more suitable size and a reduction in the range of ages in classes in Bala. Opportunities would arise for children to come together to work with their peers in larger classes – children of similar achievement levels would also be able to work in more suitably sized groups. The size of classes and the range of ages in rural schools would remain the same.	Classes of a more suitable size and a reduction in the range of ages in classes in Bala and in the secondary ages. Opportunities would arise for children to come together to work with their peers in larger classes – children of similar achievement levels would also be able to work in more suitably sized groups. The size of classes and the range of ages in rural schools would remain the same.	Classes of a more suitable size and a reduction in the range of ages within classes in Bala. Opportunities would arise for children to come together to work with their peers in larger classes – children of similar achievement levels would also be able to work in more suitably sized groups. The size of classes and the range of ages in rural schools would remain the same.	Classes of a more suitable size and a reduction in the range of ages in classes in Bala and in the secondary ages. Opportunities would arise for children to come together to work with their peers in larger classes – children of similar achievement levels would also be able to work in more suitably sized groups. The size of classes and the range of ages in rural schools would remain the same.
Classroom Sizes and Age Range	More non-contact time for the head teacher to strategically lead, manage and implement. Able to use teachers' skills more widely, and give more opportunities for staff to share expertise and experience, across the entire catchment area. More flexibility in terms of planning and delivering the curriculum (this is true to some degree across the entire catchment area). One governing body rather than 6. Possibility of community resources on site, which could be beneficial for pupils and contribute to the learning environment.	More non-contact time for the head teacher to strategically lead, manage and implement. Able to use teachers' skills more widely, and give more opportunities for staff to share expertise and experience, across an age range of 3 to 19 years old. More flexibility in terms of planning and delivering the curriculum. One governing body rather than 6. Possibility of community resources on site, which could be beneficial for pupils and contribute to the learning environment. A robust formal system would be established for educational provision in the catchment area.	More non-contact time for the head teacher to strategically lead, manage and implement. More flexibility in terms of planning and delivering the curriculum (this could be true to some degree across the entire catchment area). More opportunities to develop middle managers. Two head teachers – one for the campus, one for the multi-site school. Two governing bodies rather than six. Better use of staff and resources in the new multi-site school, and between the multi-site school and the campus. A head teacher who can lead and manage a range of ages from 3 to 19 would be necessary, as well as an ability to lead a multi-site area school.	More non-contact time for the head teacher to strategically lead, manage and implement. More flexibility in terms of planning and delivering the curriculum (this is true to some degree across the entire catchment area). One governing body rather than 6. Possibility of community resources on site, which could be beneficial for pupils and contribute to the learning environment.
Leadership and Staffing	Opportunities to have individual leaders for core subjects for the entire school. A robust formal system would be established for educational provision in the catchment area.	Better use of staff and resources between the 3 rural schools, and the campus. More opportunities to develop middle managers. More opportunities to share good practice	Possibility of a reduction in the number of teaching jobs.	More opportunities to share good practice and to prepare joint resources.

	<p>As there would only be one school, there would be more flexibility in the leadership and staffing arrangements.</p> <p>More opportunities to develop middle managers.</p> <p>Single policies for the entire catchment area.</p> <p>A head teacher who can lead and manage an age range of 3 to 19 years old will be needed, and a catchment area school.</p> <p>Possibility of a reduction in the number of teaching jobs.</p> <p>Large workload for the governors.</p> <p>The travelling distances between all sites and the number of sites could impact on the Head teacher's ability to manage effectively.</p>	<p>and to prepare joint resources.</p> <p>An opportunity to increase consistency of policies in the catchment area.</p> <p>A head teacher who can lead and manage an age range of 3 to 19 years old will be needed.</p> <p>The number of head teachers for the federation would be dependent on the governing body's decision.</p> <p>Possibility of a reduction in the number of teaching jobs.</p> <p>Large workload for the governors.</p> <p>Travelling distances between the 3 rural sites could restrict successful federalising.</p> <p>Challenge of leading across different sites.</p>	<p>Large workload for the governors.</p> <p>The travelling distances between the three sites of the multi-site area school and the lifelong campus would impact the ability to collaborate.</p> <p>Challenge of leading across different sites in the rural sites.</p>	<p>An opportunity to increase consistency of policies in the catchment area.</p> <p>A head teacher who can lead and manage an age range of 3 to 19 years old would be necessary, an ability to lead a multi-site area school, and a catchment area school.</p> <p>The number of head teachers for the federation will be dependent on the governing body's decision.</p> <p>Possibility of a reduction in the number of teaching jobs.</p> <p>Large workload for the governors.</p> <p>The travelling distances between the multi-site area school and the lifelong campus could affect the success of federalising.</p> <p>Challenge of leading across different sites.</p>
Community	<p>No community would lose the presence of an educational provision site.</p> <p>Following further discussion, there would be opportunities to consider the co-location of community services, leading to more sustainable services going forward.</p> <p>Site presence in every community, but no community identity for the sites. The closure of every school in the area would have an impact on all of the communities. There would need to be measures in place to mitigate any negative effects.</p> <p>This option would be contrary to previous local discussions.</p> <p>Possibility that less activities would be held (e.g. Christmas shows, summer fairs). It would be possible to ensure alleviating measures for these negative effects.</p>	<p>No community would lose school presence.</p> <p>The unique nature of the rural communities in Berwyn's catchment area would be protected.</p> <p>Due to Bala's profile as a rural town with a small population, it is not anticipated that there will be a significant effect on the community</p> <p>Following further discussion, there would be opportunities to consider the co-location of community services, leading to more sustainable services going forward.</p> <p>This option would be contrary to previous local discussions.</p>	<p>No community would lose the presence of an educational provision site.</p> <p>The unique nature of communities in Berwyn's rural catchment area would be protected, and although every community would not have its own school, the rural identity would be sustained.</p> <p>Opportunities to broaden social experiences for children.</p> <p>Due to Bala's profile as a rural town with a small population, it is not anticipated that there will be a significant effect on the community</p> <p>Following further discussion, there would be opportunities to consider the co-location of community services, leading to more sustainable services going forward.</p> <p>There would be definite opportunities to support the delivery of sustainable education in rural communities, securing improved co-ordination and collaboration through the work of the joint committee</p> <p>This option would be contrary to previous local discussions.</p> <p>Possibility that less activities would be held (e.g. Christmas shows, summer fairs). It would be possible to ensure alleviating measures for these negative effects.</p>	<p>No community would lose the presence of an educational provision site.</p> <p>The unique nature of the rural communities in Berwyn's catchment area would be protected, and though every community does not have its own school, the rural identity will be sustained.</p> <p>Due to Bala's profile as a rural town with a small population, it is not anticipated that there will be a significant effect on the community</p> <p>Following further discussion, there would be opportunities to consider the co-location of community services, leading to more sustainable services going forward.</p> <p>Possibility that fewer activities would be held (e.g. Christmas shows, summer fairs). It would be possible to ensure measures to mitigate these negative effects.</p> <p>This option would be contrary to previous local discussions.</p>
Language	<p>Opportunities to strengthen through gaining consistency in the policies and sharing expertise.</p> <p>There will be specific to support pupils attempting to increase their confidence in their use of both languages. This should also encourage more pupils to continue with their education in Welsh or bilingually.</p> <p>The increased number of children should also lead to pupils being able to use Welsh with their peers daily.</p> <p>However, it will be important that the establishment of the new system continues the best practice already noted by Estyn</p>	<p>Opportunities to strengthen through gaining consistency in the policies and sharing expertise.</p> <p>There will be specific to support pupils attempting to increase their confidence in their use of both languages. This should also encourage more pupils to continue with their education in Welsh or bilingually.</p> <p>The increased number of children should also lead to pupils being able to use Welsh with their peers daily</p>	<p>Opportunities to strengthen through consistency in the policies and sharing expertise.</p> <p>There will be specific to support pupils attempting to increase their confidence in their use of both languages. This should also encourage more pupils to continue with their education in Welsh or bilingually.</p> <p>The increased number of children should also lead to pupils being able to use Welsh with their peers daily</p> <p>However, it will be important that the establishment of the new system continues the best practice already noted by Estyn</p>	<p>Opportunities to strengthen through gaining consistency in the policies and sharing expertise.</p> <p>There will be specific to support pupils attempting to increase their confidence in their use of both languages. This should also encourage more pupils to continue with their education in Welsh or bilingually.</p> <p>The increased number of children should also lead to pupils being able to use Welsh with their peers daily.</p> <p>However, it will be important that the establishment of the new system continues the best practice already noted by Estyn</p>
Financial Resources	<p>Spending per pupil in the area more equal – more effective provision of resources.</p> <p>Less cost of maintaining buildings.</p> <p>Possible reduction in staffing numbers and therefore revenue savings.</p> <p>Better use of financial resources as there would only be one school.</p> <p>Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities.</p> <p>Additional travelling costs between the sites.</p> <p>The cost of maintaining three rural sites would remain.</p>	<p>Spending per pupil in the area more equal – more effective provision of resources.</p> <p>Less cost of maintaining buildings.</p> <p>Possible reduction in staffing numbers and therefore revenue savings.</p> <p>Federalisation could lead to better use of financial resources.</p> <p>Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities.</p> <p>The cost of maintaining three rural sites remains.</p> <p>Additional travelling costs between the sites.</p>	<p>Spending per pupil in the area would be more equal – more effective provision of resources.</p> <p>Less cost of maintaining buildings.</p> <p>Possible reduction in staffing numbers and therefore revenue savings.</p> <p>Collaboration could lead to better use of financial resources.</p> <p>Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities.</p> <p>Additional travelling costs for the head teacher and staff between sites.</p> <p>The cost of maintaining three rural sites would remain.</p>	<p>Spending per pupil in the area more equal – more effective provision of resources.</p> <p>Less cost of maintaining buildings.</p> <p>Possible reduction in staffing numbers and therefore revenue savings.</p> <p>Federalisation could lead to better use of financial resources.</p> <p>Possible reduction in staffing numbers could mean losing jobs in an area that lacks employment opportunities.</p> <p>Additional travelling costs between the sites.</p> <p>The cost of maintaining three rural sites would remain.</p>

Geographical Factors	Travelling distances would remain the same. Additional travelling costs for the head teacher and staff between all the sites.	Travelling distances would remain the same for pupils. Additional travelling distance for the head teacher and staff between the multi-site area school sites and the campus.	Travelling distances for the children would remain the same. Additional travelling distance for the head teacher and staff between the multi-site area school sites.	Travelling distances would remain the same for pupils. Additional travelling distance for the head teacher and staff between the multi-site area school sites and the campus.
School Category	Implementing the model would either remove community or Church education in the catchment area.	Implementing the model would either remove community or Church education in the catchment area.	The model would enable continuity of choice for parents of community and Church in Wales primary education provision, dependant on the category choice for the different schools established.	Implementing the model would either remove community or Church education in the catchment area.
Additional Observations	This model balances financial arguments to do with re-organisation and ensuring the rural nature of the area's community. This is a radical model and would be challenging for a head teacher to be responsible for the primary and secondary sector over four different sites.	Reforms to the Welsh Government's Federalising Regulations have been in power since spring 2014 which provide the mechanism for Authorities to establish a federation.	This model depends on effectively managing a multi-site area school and also collaboration between said school and the lifelong campus. Collaboration is dependent on several ambiguous factors and personalities. It would be easier to close one or more sites in the future without having to close a school. This could mean that the local residents would be dubious of this model.	Reforms to the Welsh Government's Federalising Regulations have been in power since spring 2014 which provide the mechanism for Authorities to establish a federation.



Mr Arwyn Thomas
Head of Education
Gwynedd Council
Swddfaf'r Cyngor
Caernarfon
Gwynedd
LL55 1SH

13th January 2015

Dear Mr Thomas

Please find attached the response of the Diocese of St Asaph to the pre consultation regarding the Berwyn catchment area, Meirionnydd. If you have any questions or queries please do not hesitate to contact me, I would be very happy to discuss any matters.

Yours sincerely

R.S. Williams

Rosalind Williams
Director of Education and Lifelong Learning

Proposal for reorganisation of schools in the Berwyn Catchment Area

Pre-Consultation Response

Diocese of St Asaph

- 1) Ysgol Beuno Sant was established in 1872 as a Church School to provide education for the children of Bala, Llanycil, Llanfor, Llangower and Llandderfel in the old county of Merioneth. In the subsequent changes to the Welsh education system in the 1944 Education Act Ysgol Beuno Sant became a Voluntary Aided School, continuing to serve children in the area, developments in the education system saw a secondary school being built to provide an extended education to children of the area. The consultation now seeks views on the future of education in the Bala area.
- 2) The priority of all stakeholders in this consultation is to ensure that the future educational provision in the Bala area is a model that is of the highest quality offering children the best education in the best environment. It is through consultation, dialogue and consideration that the very best outcome can be reached. In the catchment area of the schools affected by this consultation there have been meetings with stakeholders and a number of options have been discussed and evaluated which include collaboration models, single and multi-site schools and federation. But the evidence still favoured the establishment of a Lifelong learning Campus in Bala.
- 3) As a current provider in the town the Diocese seeks dialogue and consultation to ensure the determination gives the very best educational provision whilst recognising both the current configuration of provision and how to create a new offer that recognises the needs of all stakeholders.

Existing arrangements

- 4) The legal category of Ysgol Beuno Sant is a Voluntary Aided school. The proposers suggest a choice of options which include a consideration of, Community school, Voluntary Aided School and Voluntary Controlled School.
- 5) If we were to maintain the current offer and choose any alternative provision would include a Voluntary Aided School, but there are a number of options that are being considered and we have considered the models that have been listed in section 4. However we have limited our comments to those relating directly to Ysgol Beuno Sant.
- 6) The option relating to a lifelong learning campus accommodating a number of schools seems to offer most benefits when evaluated. However we would agree that the option of a Local

collaboration trust would not offer significant improvement to facilities and provision. The options that include a lifelong learning campus incorporating Ysgol Beuno Sant offer a number of options relating to the character of the provision. There are two types of church school, Voluntary Aided which has a majority of foundation governors and voluntary controlled which has less direct governance from the Church in Wales and greater control and management from the Local Authority.

7) Differences between categories of Church schools

	Voluntary Aided schools	Voluntary Controlled schools
Buildings	Owned by trustees, but can be subject to a reverter to the original donor of land. The trust deed determines the basis on which the school is run. New building and repairs are the responsibility of the governors (supported by grant from the WG of 85% of approval expenditure). Playing fields are provided by the LA.	Owned by trustees, but can be subject to a reverter to the original donor of land. All replacement, repairs and other building costs fall on the LA. Playing fields are provided by the LA.
Staff (a) Teaching	Employed by the governors, paid by the LA. Governors may seek evidence of Christian commitment from applications for teaching posts.	Appointed by the governors, employed and paid by the LA. Governors are bound by LA appointing policies.
Staff (b) support	Employed by Governors paid by LA.	Employed and paid by LA.
Worship	Distinctively Christian; reflects the Anglican tradition and can include worship in the	Distinctively Christian; reflects the Anglican tradition and can include worship in the

	parish church.	parish church.
Religious Education	The School uses the Church in Wales (“denominational”) syllabus that reflects Anglican traditions.	The school must follow the LA syllabus unless the parents request a denominational one.
Membership of the Governing body	Church (foundation) governors have a majority over all other governors. Parish priest is usually <i>ex officio</i> a member of the governing body. All governors combine to elect the Chair. A proportion of foundation governors must also be parents.	Church (foundation) governors are in a minority. The parish priest is usually <i>ex officio</i> a member of the governing body. All governors combine to elect the Chair.
Funding	85% capital funding direct from WG. Governors must raise remaining 15%.	LA LMS formula.
Admissions	Governors determine the policy and make the decisions in accordance with the requirements of the Admissions Code. They must consult the LA and all other admission authorities in the area each year.	The LA is responsible for admissions, but must consult the governing body each year.
Advice	LA Director of Children’s Services has certain rights to attend governor meetings to	LA Director of Children’s Services has certain rights to attend governor meetings to

	give advice. Diocesan Directors of Education have parallel rights.	give advice. Diocesan Directors of Education have parallel rights.
Inspection	ESTYN inspectors scrutinize school's self evaluation. GWELLA (Section 50) inspectors inspect Church School Distinctiveness, including leadership, RE, worship, spiritual and moral development and school ethos.	ESTYN inspectors scrutinize school's self evaluation. GWELLA (Section 50) inspectors inspect Church School Distinctiveness, including leadership, worship, spiritual and moral development (esp in RE) and school ethos.

- 8) The Church in Wales, unlike many other 'faith' groups, does not seek to educate within the tenets of a particular faith but to engage with all. Whilst seeking to serve all in offering a broad balanced curriculum it is also rooted in a firm belief that each person has spiritual needs that should be developed just like other skills and gifts. Thus the Church in Wales, perhaps uniquely among 'faith' education providers, balances the concepts of the service of all with opportunities to nurture the spirituality of those who wish to develop this area of their lives.
- 9) The Diocese of St Asaph would like to see a model that provides a learning environment where every pupil is respected and encouraged in all they do; and each contribution is valued.
- 10) If the preferred option was a Voluntary Aided School the Diocese would actively encourage the foundation governors to be representative of the other faith communities in the area. The syllabus for RE can be found at <http://wncre.bangor.ac.uk/syllabus.pdf>. The admissions policy would allow children from the whole catchment area to attend the school, much like the original intention of RJ Lloyd Price when Ysgol Beuno Sant was founded. The school was not exclusive but inclusive and this would continue.
- 11) If the preferred option was a Voluntary Controlled School, the new school would teach the same agreed RE syllabus as the community schools, which includes other religious beliefs and points of view. A church school does not measure its success

criteria by pupils adhering to Christianity, but seeks to equip its pupils with the knowledge and understanding for them to critically evaluate the moral and ethical challenges of life and find their own response, be that within Christianity or not. The intention of a church school is to give a gift of broad education allowing children to make an informed decision.

- 12) Church in Wales schools seek to provide the highest possible standard of education within a distinctively Christian context. They do not seek to convert, but to serve, and evidence shows that a strong Christian ethos and educational vision help to raise standards and achievement and enable every child to fulfil their potential. This is articulated in both the Church in Wales Education Review <http://cinw.s3.amazonaws.com/wp-content/uploads/2013/07/edrev-cy.pdf> and the Welsh Government Faith in Education document <http://learning.wales.gov.uk/docs/learningwales/publications/130425-faith-in-education-en.pdf>
- 13) Any parent who chooses to send their child to a church school has the right to opt out of collective worship and religious education. The Headteacher and staff would have access to the support and services of the Diocesan Education team (in addition to Cyngor Gwynedd), who can provide advice and support on curriculum and ethos matters, and who provide regular training for staff and in addition would have access to a network of advisers and consultants commissioned by the Diocese, and would also have access to training, resources and activities.
- 14) Church schools also have a named 'Bishop's Visitor', who would support and challenge the school; offering advice and support embodying the pastoral concern that the Bishop of St Asaph has for the schools in his diocese.
- 15) The Diocese of St Asaph and the Diocese of Bangor have long been providers of schools to the children of Gwynedd. We want parents to have the very best facilities and resources of educational provision to choose for their children. Cyngor Sir Gwynedd has recently undertaken a review of the Gader catchment. Should this review remove the church school in that area then the provision at Bala is the only alternative to parents in a wide area of Gwynedd as is mentioned in section 5.2 and this would be a vital consideration.
- 16) After careful consideration of the options, the Diocese of St Asaph concurs that option 3 to establish a 3-19 lifelong learning campus is the most appropriate for further consideration and consultation. However for the reasons given in this response it is felt that the status of the campus should be voluntary controlled or voluntary aided. This would give parents a breadth of choice both in the Bala and Gader areas and for the reasons stated above give pupils a broad high quality education. The Diocese of St Asaph would like to see a model that provides a learning

environment where every pupil is respected and encouraged in all they do; and each contribution is valued. We would like to work in partnership with all parties to achieve this.

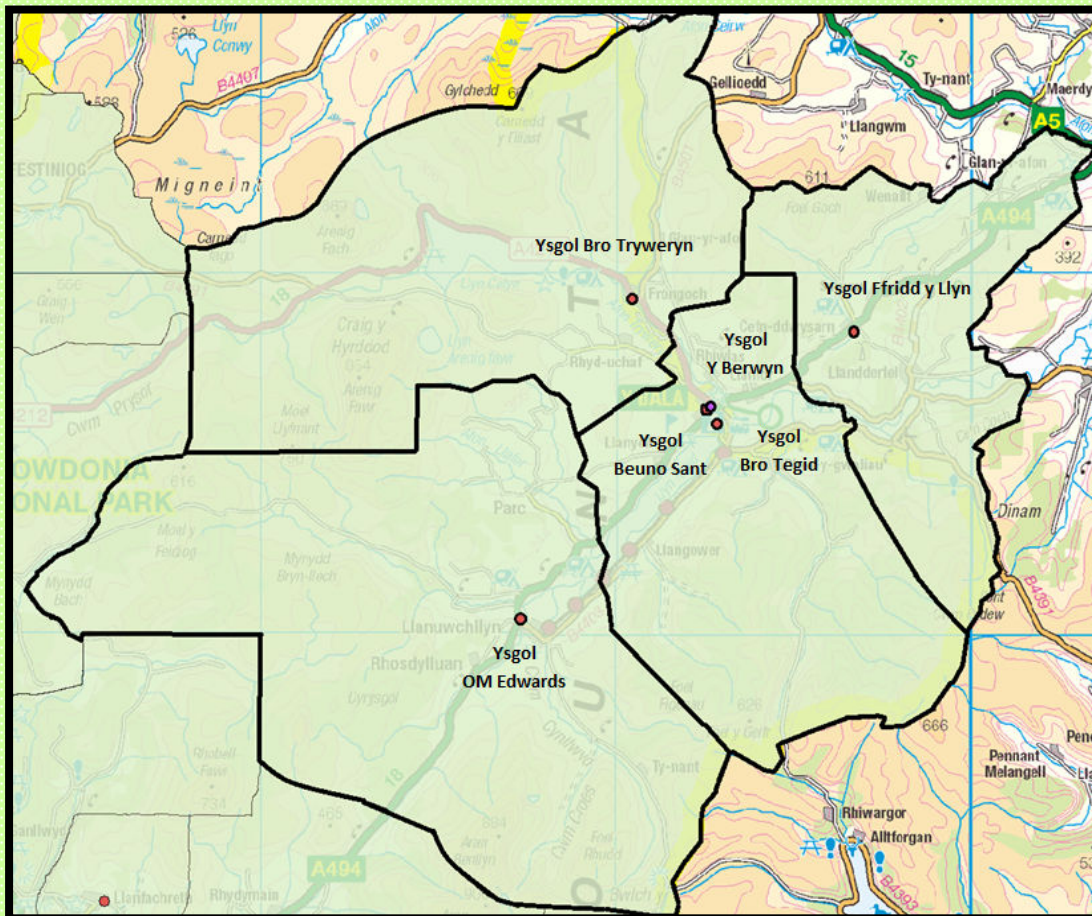
Rosalind Williams

Director of Education and Lifelong Learning Diocese of St Asaph

13th January 2015

Language Impact Assessment Report

Y Berwyn Catchment Area



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1. Introduction

Supporting and developing the ability of Gwynedd's children to learn and to use their language skills is of key importance to the education strategies of the County. The Council is reorganising education in the Berwyn catchment area, and it is necessary in accordance with the School Organisation Code (006/2013) to undertake a language impact assessment. This document outlines the Welsh language situation and deals with the impact of options under consideration in the Bala.

1.1 The Situation in Gwynedd

The figures in the 2011 Census note that 65,900 (56%) of those over three years old can speak, read and write in Welsh. The 2011 Census also notes that 65.4% speak Welsh which is a reduction since the last census, when the figure was 69%.

In Gwynedd, as in a number of other Local Authorities in Wales, there is considerable difference in the percentage of Welsh speakers from within different wards. In one extreme, wards such as Aberdyfi, Tywyn and the Menai ward in Bangor, between 18% and 38% of the population speak Welsh, whilst there are as many as 78% speak Welsh in the most Welsh areas e.g. Llanrug.

1.2 Language Policy

Primary

The aim of the Language Policy is the same across all primary schools throughout the County, namely to develop the ability of every pupil to be confident in both languages by the time they reach the end of KS2. Welsh is the official assessment language at each school at the end of KS1. In KS2, we continue to develop pupils' grasp of the Welsh language and pay attention to developing their skills in both languages.

Secondary

In the secondary sector, every pupil who has reached the required level, namely 3+, at the end of KS2 is expected to follow first language Welsh in KS3, in order to ensure appropriate progression. It is hoped that these pupils can study Welsh and English as subjects up to the end of year 11. Secondary schools build on the foundations laid in the primary by ensuring that every pupil continues to develop skills in both Welsh and English. The County does not define secondary schools according to language categories since the expectations are part of the language policy, namely to give all pupils within the County the chance to be confidently bilingual.

1.3 Education Background

The Council adopted the strategy '*Excellent Primary Education for Children in Gwynedd*' in April 2009 and it was reviewed in December 2010. In October 2010 the Council developed and supported a higher strategy '*Strategic Programme – Towards 2025*'. The document was provided as a strategic foundation on which to set the direction of developments in education and training in Gwynedd for the next 15 years. The programme was presented in the context of the policies and plans being introduced, at both local and at national level, to transform the services provided for children, young people and their families.

2. Y Berwyn Catchment Area Language Profile

2.1 Gwynedd Language Profile Background

Almost three quarters of the County's population have been born in Wales (66.8%). 65.4% of the population over three years old are Welsh speakers – considerably higher than the all-Wales figure of 19%. In general, the number of Welsh speakers and those born in Wales increases towards the west and moving inland from the more populated coastal areas. In Gwynedd, the ability to speak Welsh is at its highest in Llanrug ward (87.8% speak Welsh), and at its lowest in the Menai district of Bangor (18.6%).

2.2 Wards

2.2.1 Bala Ward

According to the 2011 census, the population in ward Bala is 1,974. The 2011 census shows that a little over 76.7% of the Bala ward population were born in Wales, with 78.5% speaking Welsh. These figures are above the Gwynedd County average (65.4%), and the percentage of Welsh speaking people is significantly higher than the National average.

	Bala		Gwynedd		Wales	
Population aged 3+	1,889	95.7%	117,789	96.6%	2,955,841	96.5%
Can speak Welsh	1,482	78.5%	77,000	65.4%	562,016	19.0%
No skills in Welsh	282	14.9%	31,177	26.5%	2,167,987	73.3%
Can understand spoken Welsh only	104	5.5%	8,125	6.9%	157,792	5.3%
Can speak but cannot read or write Welsh	132	7.0%	6,838	5.8%	80,429	2.7%
Can speak and read but cannot write Welsh	75	4.0%	3,947	3.4%	45,524	1.5%
Can speak, read and write Welsh	1,271	67.3%	65,921	56.0%	430,717	14.6%
Other combination of skills in Welsh	25	1.3%	1,781	1.5%	73,392	2.5%

2.2.2 Llandderfel Ward

According to the 2011 Census, the population of the Llandderfel ward is 1,511. The 2011 Census shows that just over 68.8% of the people in the Llandderfel ward were born in Wales, with 70.8% able to speak Welsh. These figures conform with the county average for Gwynedd (65.4%), and the percentage of Welsh speakers is considerably higher than the national average.

	Llandderfel		Gwynedd		Cymru	
Population aged 3+	1,459	96.6%	117,789	96.6%	2,955,841	96.5%
Can speak Welsh	1,033	70.8%	77,000	65.4%	562,016	19.0%
No skills in Welsh	326	22.3%	31,177	26.5%	2,167,987	73.3%
Can understand spoken Welsh only	82	5.6%	8,125	6.9%	157,792	5.3%
Can speak but cannot read or write Welsh	66	4.5%	6,838	5.8%	80,429	2.7%
Can speak and read but cannot write Welsh	43	2.9%	3,947	3.4%	45,524	1.5%
Can speak, read and write Welsh	924	63.3%	65,921	56.0%	430,717	14.6%
Other combination of skills in Welsh	18	1.2%	1,781	1.5%	73,392	2.5%

2.2.3 Llanuwchllyn Ward

According to the 2011 Census, the population of the Bala ward was 877. The 2011 Census shows that just over 74.7% of the population of the Llanuwchllyn ward were born in Wales, with 78.6% able to speak Welsh. These figures are higher than the county average for Gwynedd (65.4%), and the percentage of Welsh speakers is considerably higher than the national percentage.

	Llanuwchllyn		Gwynedd		Cymru	
Population aged 3+	847	96.6%	117,789	96.6%	2,955,841	96.5%
Can speak Welsh	666	78.6%	77,000	65.4%	562,016	19.0%
No skills in Welsh	134	15.8%	31,177	26.5%	2,167,987	73.3%
Can understand spoken Welsh only	41	4.8%	8,125	6.9%	157,792	5.3%
Can speak but cannot read or write Welsh	51	6.0%	6,838	5.8%	80,429	2.7%
Can speak and read but cannot write Welsh	27	3.2%	3,947	3.4%	45,524	1.5%
Can speak, read and write Welsh	585	69.1%	65,921	56.0%	430,717	14.6%
Other combination of skills in Welsh	9	1.1%	1,781	1.5%	73,392	2.5%

2.3 Schools

In the Berwyn catchment area, there is one secondary school (Ysgol Y Berwyn) and five primary schools (Beuno Sant, Bro Tegid, Ffridd y Llyn, Bro Tryweryn and OM Edwards).

School	Language Category
Ysgol Y Berwyn	Welsh Medium [WM]
Ysgol Beuno Sant	Welsh Medium [WM]
Ysgol Bro Tegid	Welsh Medium [WM]
Ysgol Ffridd y Llyn	Welsh Medium [WM]
Ysgol Bro Tryweryn	Welsh Medium [WM]
Ysgol OM Edwards	Welsh Medium [WM]

2.3.1 Ysgol Y Berwyn

Ysgol Y Berwyn is a community school located in the centre of Bala town serving learners between 11-18 years of age, with 317 on the register in September 2014. The school serves a wide rural area. Most of the pupils move up from one of the five primary schools within the catchment area. Also, several pupils come from neighbouring counties – a total of 75 (24%) pupils transferring from the counties of Denbigh and Conwy. Most of the pupils are fluent Welsh speakers and the local dialect and Welsh of high standard of are used as means of communication. The confident use of good Welsh by the most able pupils across all subjects has also been noted. The Estyn Inspection Report (2013), in reference to the language situation at the school, states as follows: *“The school has an inclusive and supportive Welsh ethos and every pupil has equal access to the curriculum.”*

“Most of the pupils speak fluent Welsh and use a rich oral language and the local dialect, as well as the formal Welsh tone. The most able pupils express themselves eloquently on a wide range of subjects.”

Source: Estyn Report 2013

2.3.2 Ysgol Bro Tegid

Ysgol Bro Tegid is a 3-11 years primary school located in the town of Bala, with 115 pupils on the register in September 2014. Most of the pupils live in Bala and the number attending the school has increased considerably over the last few years. The bilingual education provision is one of the school’s strengths, with Welsh first language pupils together with pupils from non-Welsh homes following the Welsh Curriculum

successfully. The Estyn report (2011) noted that the school affords *“a good range of opportunities for the pupils to write in varied and extended forms, especially in Welsh.”*

“Developing the Welsh language and nurturing bilingualism is a strength in this school with every pupil following a first language programme. The pupils from non Welsh homes progress to be fluent in a short space of time and the Welsh Curriculum is of core importance to the work and the ethos of the school”.

“The provision for the Welsh Curriculum is a strength in this school and is specifically and naturally planned in all the curricular fields. The pupils are given a good range of opportunities to write in varied and extended forms, especially in Welsh.”

Source: Estyn report 2011

2.3.3 Ysgol Beuno Sant

Ysgol Beuno Sant is a Voluntary Church of Wales Aided School located at the centre of Bala town. The school site is very close to Ysgol Y Berwyn. The majority of the pupils come either from the town or from the outlying district. In September 2014 there were 46 children on the register. Key Stage 2 pupils write appropriately both in Welsh and English but the Estyn Inspection Report (2014) stated that *“a percentage of the pupils who reached level 4 in writing Welsh have been considerably below the Wales average for the last four years.”*

“In Key Stage 2, the majority of the pupils write adequately for different purposes both in Welsh and English, showing strong awareness of the different forms. However, a few of the pupils use a strange syntax in their Welsh written work”.

Source: Estyn report 2014

2.3.4 Ysgol Ffridd y Llyn

Ysgol Ffridd y Llyn is a community school which at present provides education for 64 pupils. It is located approximately 4.5 miles to the north west of Bala, between the villages of Cefnddwysarn and Llandderfel. The school was established in 1977 as an area school following the closure of Ysgol Sarnau and Ysgol Llandderfel. The school also accepts several children from the neighbouring county (Denbighshire). The pupils' bilingual competence standards have been described as excellent in the Estyn Inspection Report (2010). Also the Welsh ethos of the school and the emphasis on the Welsh culture has been praised: *“The learners are proud of their Welsh roots and their ability to speak Welsh”.*

“The pupils' bilingual attainment standards, and their knowledge of the Welsh Curriculum, are excellent throughout the school”.

“The Welsh ethos at the school and the emphasis placed on the Welsh culture, and especially the cultural heritage of their local area, is an integral part of the life and work of the school. This is an excellent element of the provision. The learners are proud of their Welsh roots and their ability to speak Welsh”.

Source: Estyn report 2010

2.3.5 Ysgol Bro Tryweryn

A 3-11 community school which at present provides education for 49 pupils. Ysgol Bro Tryweryn is located in the village of Frongoch, around 4 miles from Bala. The school serves the villages of Frongoch and Tal y Bont and the rural communities of Cwmtirmynach and Arenig. The way the school provides the Welsh Curriculum is a strong element in the work of the school. The Estyn Inspection Report (2009) noted that all the pupils in the school benefit from the opportunities to “develop their Welsh communication skills properly and extendedly”.

“The Welsh Curriculum is a strong feature in the entire life and work of the school. There is a wide range of opportunities for raising awareness among the pupils of their heritage and culture at local and at national levels.”

“Across the age groups, there are numerous opportunities in the life and work of the school, and in a wide range of subjects, for developing their Welsh communication skills correctly and extendedly. This is an excellent feature in the provision”.

Source: Estyn report 2009

2.3.6 Ysgol OM Edwards

A 3-11 community school which at present provides education for 94 pupils (including 14 part time) Ysgol O M Edwards is located in the village of Llanuwchllyn, approximately 6 miles from Bala. Like Ysgol Bro Tryweryn and Ysgol Ffridd y Llyn, it serves a rural farming area, with around 15 pupils attending the school from the catchment area of Ysgol y Parc, which is now closed. An investment of £1 million was received to extend and revamp the building through the Twenty First Century Schools Programme. This work was completed in August 2013. All the pupils at the school benefit from the excellent Welsh language provision, according to the Estyn Inspection Report (2012). The Report noted that “all the pupils are proud of their Welsh roots, their area and their heritage.”

“The Welsh language provision and the Welsh dimension is excellent. All the pupils are proud of their Welsh roots, their area and their heritage.”

Source: Estyn report 2012

The information in the table below outlines the language situation in the primary and secondary schools of the Bala area. The table shows the numbers of pupils from Welsh speaking homes as stated by the head teachers of the schools in January 2014 (PLASC 2014).

The table shows that the number of pupils who speak Welsh fluently at home is high in the majority of the schools in the area. Ysgol Beuno Sant is the only one under 50%. It is important to note that the numbers who speak Welsh fluently in school (i.e. the total number of fluent Welsh speakers who speak Welsh at home plus those who do not speak Welsh at home) is 70%.

Language Information for the Catchment Area

Ysgol	Speak Welsh fluently at home	Do not speak Welsh at home but are fluent in Welsh	Speak Welsh at home but are not fluent	Do not speak Welsh at home and not fluent	Cannot speak any Welsh at all	Total
Ysgol Y Berwyn	246 (78%)	23 (7%)	10 (3%)	37 (12%)	1 (<1%)	317
Ysgol Bro Tegid	68 (64%)	3 (3%)	7 (7%)	21 (20%)	6 (6%)	106
Ysgol Beuno Sant	19 (36%)	18 (34%)	0 (0%)	12 (23%)	4 (7%)	53
Ysgol Ffridd y Llyn	48 (73%)	15 (23%)	0 (0%)	3 (4%)	0 (0%)	66
Ysgol Bro Tryweryn	42 (96%)	1 (2%)	1 (2%)	0 (0%)	0 (0%)	44
Ysgol OM Edwards	73 (82%)	2 (2%)	3 (4%)	6 (7%)	4 (5%)	89

Source: Data from head teachers in PLASC January 2014

2.4 Attainment Levels

Schools	% of pupils who have reached the expected level - Welsh (first language)		
	KS1 (attaining outcome 5+)		
	2012	2013	2014
Ysgol Beuno Sant	90%	42.9%	81.8%
Ysgol Ffridd y Llyn	85.7%	75%	100%
Ysgol Bro Tegid	81.3%	100%	94.1%
Ysgol Bro Tryweryn	-	100%	100%
Ysgol OM Edwards	83.3%	100%	100%
	CA2		
	2012	2013	2014
	2012	2013	2014
Ysgol Beuno Sant	83.3%	62.5%	100%
Ysgol Ffridd y Llyn	88.9%	100%	92.3%
Ysgol Bro Tegid	91.7%	87.5%	100%
Ysgol Bro Tryweryn	-	-	100%
Ysgol OM Edwards	90%	-	100%

School	% of pupils who have reached the expected level - Welsh (first language)		
Ysgol Y Berwyn	KS3 - Representing the percentage of pupils who achieve level 5 or above in Welsh (first language)		
	2012	2013	2014
	88.5%	92.5%	90.7%
	KS4 - Representing the percentage of pupils who achieve at least Grade A* - C in Welsh (first language)		
	2012	2013	2014
	81.7%	87.5%	78%

2.5 Y Berwyn Catchment Area Language Questionnaire

How good is pupils' ability in Welsh?						
	Bro Tryweryn	Ffridd y Llyn	OM Edwards	Bro Tegid	Beuno Sant	Y Berwyn
Speaking	Very Good	Good	Very Good	Very Good	Good	Very Good
Writing	Very Good	Very Good	Very Good	Very Good	Good	Very Good
Reading	Very Good	Very Good	Very Good	Very Good	Good	Very Good
Listening	Very Good	Good	Very Good	Very Good	Good	Very Good

Success in setting a strong foundation in Welsh (KS1)?						
	Bro Tryweryn	Ffridd y Llyn	OM Edwards	Bro Tegid	Beuno Sant	Y Berwyn
	Very Good	Very Good	Very Good	Very Good	Good	-
In your opinion, reaching the relevant age level of bilingualism?						
	Bro Tryweryn	Ffridd y Llyn	OM Edwards	Bro Tegid	Beuno Sant	Y Berwyn
Key Stage 2	80%-100%	80%-100%	80%-100%	80%-100%	80%-100%	80%-100%
Key Stage 3						80%-100%
Key Stage 4						80%-100%
Key Stage 5						80%-100%

Is the state of the Language in the community of the ward.....						
	Bro Tryweryn	Ffridd y Llyn	OM Edwards	Bro Tegid	Beuno Sant	Y Berwyn
Very healthy?	✓		✓			
Healthy?				✓		✓
Fairly healthy?		✓			✓	
Gradually losing ground?						

		Language most often used by pupils?					
		Bro Tryweryn	Ffridd y Llyn	OM Edwards	Bro Tegid	Beuno Sant	Y Berwyn
In the classroom	Welsh	✓		✓	✓		✓
	English						
	Mainly Welsh		✓			✓	
	Mainly English						
In the Playground	Welsh	✓		✓			
	English						
	Mainly Welsh		✓		✓		✓
	Mainly English					✓	
In the dining room	Welsh	✓		✓	✓		
	English						
	Mainly Welsh		✓				✓
	Mainly English					✓	
Breakfast Club	Welsh	✓		✓	✓		
	English						
	Mainly Welsh		✓			✓	
	Mainly English						
After School Clubs	Welsh	✓		✓	✓		
	English						
	Mainly Welsh		✓			✓	✓
	Mainly English						

	Language used by auxiliary staff with the pupils?					
	Bro Tryweryn	Ffridd y Llyn	OM Edwards	Bro Tegid	Beuno Sant	Y Berwyn
Welsh	✓	✓	✓	✓	✓	✓
English						
Mainly Welsh						
Half and half						
Mainly English						
English						

Community events and activities at the school?						
	Bro Tryweryn	Ffridd y Llyn	OM Edwards	Bro Tegid	Beuno Sant	Y Berwyn
Mainly Welsh	✓	✓	✓	✓		✓
Mainly English						
Mostly Welsh						
Half and half					✓	
Mostly English						
English						

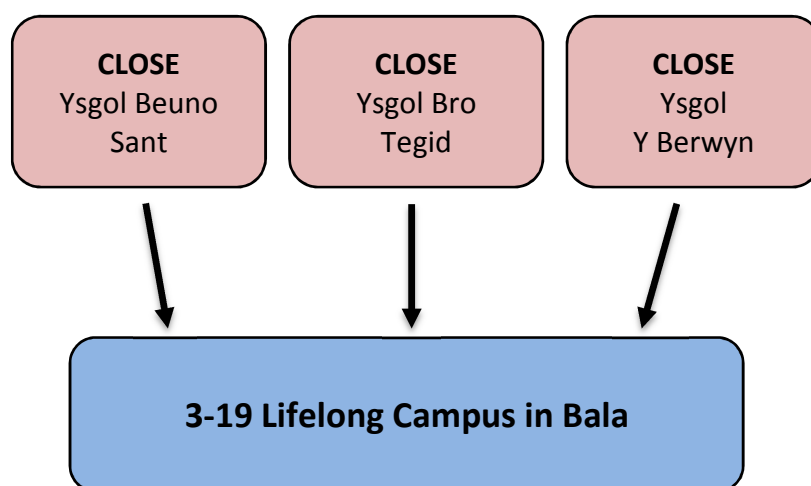
Events and activities for members of the community to learn Welsh?					
Bro Tryweryn	Ffridd y Llyn	OM Edwards	Bro Tegid	Beuno Sant	Y Berwyn
None	None	✓	None	✓	✓
Other out of school activities for children where Welsh is spoken?					
Bro Tryweryn	Ffridd y Llyn	O M Edwards	Bro Tegid	Beuno Sant	Y Berwyn
Rugby Club. Sports Clubs	None	Chapel, Urdd, Outings, Clubs in Bala, Football, Rugby, Club Swimming, Athletics	Rugby Club Sports Clubs	None	Educational visits

3. Effect on the Welsh Language

3.1 The Effect of Establishing a Lifelong Campus (LC) in Bala

During the process of appraising the option for the catchment area, a number of options were considered before a decision was reached on the long list. It was of key importance that the models decided upon would be beneficial to all the children in the catchment area, and in particular would maintain the standard of education in the area. It soon became clear that there was a strong desire to establish a Lifelong Campus and therefore most of the models on the long list include the concept of establishing a Lifelong Campus

Uniquely for educational models in Wales, the 3-19 model controls the transition from primary to secondary sector on one site. The model is also identified as one which would lead to a number of benefits for Y Berwyn catchment area, and conforms with the strategic aims of the Council. For example, the model would enable consistency in teaching methods, assessment and the opportunities available for pupils, and in planning some curricular elements e.g. numeracy and literacy for the whole school. Also, policies and systems could be standardised, thus increasing efficiency. The language category of the school is expected to be “Welsh Medium” (WM). In order to establish the LC in Bala, it would be necessary to close Ysgol Beuno Sant, Ysgol Bro Tegid, and Ysgol Y Berwyn, and establish a new 3-19 school on the existing site of Ysgol Y Berwyn:



The advantages of this model include flexibility for making the most effective use of the budget and the resources. For example, the subject expertise of secondary teachers could be used to teach specialist subjects at primary level, and the primary methods of teaching numeracy and literacy could be extended to secondary level. There would also be opportunities to establish a positive relationship between staff and pupils, and to ensure better support for the education of the pupils. There is potential for improving the progression of Welsh and bilingual education and to make the pupils more confident in both languages. There will also be opportunities for pupils to use Welsh with more of their peers on a daily basis.

The table on the next page includes an assessment of the impact of establishing a Lifelong Campus in Y Bala on the Welsh language as compared to the existing situation. The table also outlines the additional opportunities for strengthening the Welsh Language, and alleviating methods for any negative impact which could arise from the model.

Assessment of the effect of establishing a LC in Bala on the Welsh Language compared to the current situation



Positive	Neutral	Negative			
Impact Criteria	Description	Status of impact and work	Have any measures been identified which will alleviate any negative impact or to create more positive opportunities?	Final impact (following alleviation methods)	
Language of the campus	Ysgol Beuno Sant, Ysgol Bro Tegid and Ysgol Y Berwyn are Welsh Medium schools. Therefore the proposal to establish a LC in Bala would have a positive impact on the children's education due to increased integration over all the age groups (3 to 19). The schools already provide education through the medium of Welsh therefore no further benefit can be foreseen.	Positive More opportunity to use the Welsh language	Questionnaire stated that English is the language mainly used in the playground at Ysgol Beuno Sant but there is an opportunity here to integrate with more children whose first language is Welsh.	Positive	
Access to Welsh medium education		Neutral No impact on the language situation	Not relevant	Not relevant	
Non-statutory Provision	The pupils would have access to a wider range of suitable resources, there would be more teachers and they would be part of a larger group of peers of the same age.	Positive	The Local Authority and the Governing Body of the new Campus could discuss methods of ensuring that after school activities are as accessible as possible for all the pupils.	Positive	
Before / After school activities	The pupils would have access to a wider range of suitable resources outside the classroom, there would be more teachers and they would be part of a larger group of peers of the same age. A larger school offers a larger range of activities.	Positive More opportunity to use the Welsh language	The Local Authority and the Governing Body of the new Campus could discuss methods of ensuring that after school activities are as accessible as possible for all the pupils.	Positive	
Use of the Welsh language in the community	According to the 2011 census, the population of the Bala ward was 1,974 with 78.5% speaking Welsh. Better education provision and access to more activities could increase the use of the Welsh language outside school and within the community.	Positive More opportunity to use the Welsh language	The Local Authority and the Governing Body of the new Campus could discuss methods of promoting the use of the Welsh language as the social means by arranging activities outside school.	Positive	

3.2 Long List of Possible Models

Information on all the elements of the models is given in the long list below:

Assessment of Impact on the Language - Model 1.

- *Do nothing – continue with the present school structure.*

Retaining the existing system would mean that children from non-Welsh homes would lose the advantage of mixing with more children from Welsh first language homes. Retaining the existing situation would also prevent effective sharing of resources and expertise.

Assessment of Impact on the Language - Model 2.

- *Close Ysgol Y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a Lifelong Campus (LC) on the existing site of Ysgol Y Berwyn in Bala*
- *Then establish a catchment area joint committee between the LC and the three rural schools, namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn.*

No additional difference is foreseen with the arrangement to establish the LC as discussed previously. It is also possible that some opportunities will arise for supporting and sharing resources with individual schools through the joint committee.

Assessment of Impact on the Language - Model 3.

- *Close Ysgol Y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a Lifelong Campus (LC) on the existing site of Ysgol Y Berwyn in Bala*
- *Plan to federate the three rural schools, namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and to establish a catchment area joint committee between the federation and the LC.*

In addition to the benefits of establishing the LLC, the option of establishing a federation creates more consistency in policies across the catchment area. It will be possible to jointly plan the curriculum and share resources across the rural schools within the federation.

Assessment of Impact on the Language - Model 4.

- *Close Ysgol Y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a Lifelong Campus (LC) on the existing site of Ysgol Y Berwyn in Bala*
- *Plan to federate the three rural schools, namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and to establish a catchment area joint committee between the federation and the LC.*

Although there would be additional opportunities for strengthening the existing opportunities, no added opportunities are offered for the pupils of Ysgol Beuno Sant to mix with their peers.

Assessment of Impact on the Language - Model 5.

- *Close Ysgol Y Berwyn, Ysgol Bro Tegid, Ysgol Beuno Sant, Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and establish a LC on the existing site of Ysgol Y Berwyn in Bala*

This option would allow consistency in policies and the curriculum across the catchment area. A central resource for the entire catchment area would give opportunities for strengthening the Welsh language . But it would have to be ensured that establishing the new system would not affect the good practices already identified by Estyn.

Assessment of Impact on the Language - Model 6.

- *Close Ysgol Y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a Lifelong Campus (LC) on the existing site of Ysgol Y Berwyn in Bala*
- *Plan to federate the three rural schools, namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn with the LC.*

In addition to the benefits gained by establishing the LC, the option of establishing a federation would lead to more consistency in policies across the catchment area. It will be possible to jointly plan the curriculum and to share resources across the federation.

Assessment of Impact on the Language - Model 7.

- *Close Ysgol Y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a Lifelong Campus (LC) on the existing site of Ysgol Y Berwyn in Bala*
- *Close Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and establish a multi-site catchment area school on the existing sites of the three rural schools namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn*
- *Collaboration between the multi-site catchment area school and the LC.*

In addition to the benefits gained by establishing the LC, the option of establishing a rural multi-site school would lead to more consistency regarding policies across the catchment area. It will be possible to jointly plan the curriculum and to share resources between the Campus and the multi-site school. But it would have to ensure that establishing the new system would not affect the good practices already identified by Estyn.

Assessment of Impact on the Language - Model 8.

- *Close Ysgol Y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a Lifelong Campus (LC) on the existing site of Ysgol Y Berwyn in Bala*
- *Close Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and establish a multi-site catchment area school on the existing sites of the three rural schools namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn*
- *Plan to federate the LC with the rural Multi Site Catchment Area school.*

In addition to the benefits gained by establishing the LC, the option of establishing a rural multi-site school and federating the school with the campus would lead to more consistency regarding policies across the catchment area. It will be possible to jointly plan the curriculum and to share resources across the federation. But it would have to ensure that establishing the new system would not affect the good practices already identified by Estyn.

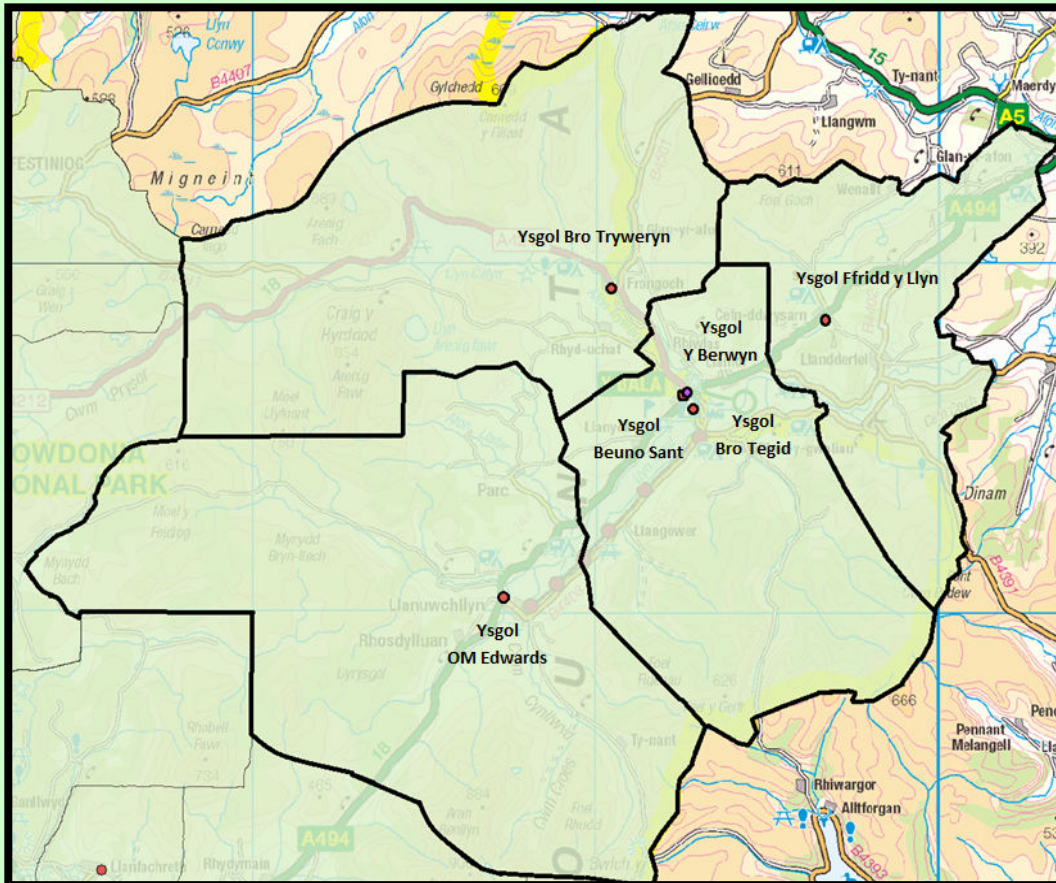
4. Conclusion

Our desire is for all the pupils within the County to be totally bilingual and have appropriate ability to become full members of the bilingual society they live in. The proposals for changing local arrangements will have to take into consideration all the language impacts. Maintaining and supporting the use of the Welsh language by children as the language of education and the language of the community is of key importance when forming proposals for the area.

In short, it has been noted in the assessment that establishing a Lifelong Campus on the site of Ysgol Y Berwyn would not have a negative impact on the use of the Welsh language. By looking at statistics regarding the language mostly used by pupils in the playground and the use of the Welsh language in activities outside the classroom, establishing the new campus would create more opportunities for strengthening the use of the Welsh language, by extending the opportunity for children to socialise with more children in Welsh. In addition to the opportunities which arise by establishing a Lifelong Campus in the town, some of the models offer opportunities for sharing and making better use of resources.

In order to establish a Welsh image for the new educational system, we note that the situation in Ysgol Bro Tegid and Ysgol Y Berwyn is strong - with 64% in Bro Tegid and 78% in Y Berwyn able to speak Welsh fluently and Welsh being the language of the home (7% of Berwyn pupils also fluent but do not speak Welsh at home). In comparison, much fewer than half the current pupils (36%) at Ysgol Beuno Sant are fluent Welsh speakers and speak Welsh at home. Therefore, we see opportunities for strengthening the Welsh language by establishing the Lifelong Campus in Y Bala, by ensuring that all the pupils attend a school which is both educationally and socially Welsh.

Equality Assessment Report on the Possible Models for Y Berwyn Catchment Area



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INTRODUCTION

Gwynedd Council is reorganising schools in Y Berwyn catchment area, and as part of this process and in accordance with the School Organisation Code (006/2013) it is necessary to undertake an equality assessment.

It should be noted that other assessments have been undertaken which also give information regarding matters related to this equality assessment. An assessment of the need for different types of schools has been undertaken and thorough attention paid to the fact that there are both community primary schools and voluntary aided schools (Church in Wales) within the catchment area. The final reports on the assessments are available on the Council website www.gwynedd.go.uk/schoolorganisation

The equality assessment is undertaken model by model – at the moment there are 8 possible models, and these are their details:

Model 1	Do nothing
Model 2	<ul style="list-style-type: none"> • Close Ysgol y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a Lifelong Learning Campus (LLC) on the existing site of Ysgol y Berwyn in Bala • Then establish a catchment area joint committee between the LLC and the three rural schools, namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn.
Model 3	<ul style="list-style-type: none"> • Close Ysgol y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a Lifelong Learning Campus (LLC) on the existing site of Ysgol y Berwyn in Bala • Plan to federate the three rural schools, namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and to establish a catchment area joint committee between the federation and the LLC.
Model 4	<ul style="list-style-type: none"> • Close Ysgol y Berwyn and Ysgol Bro Tegid and establish a Lifelong Learning Campus (LLC) on the existing site of Ysgol y Berwyn in Bala • Establish a Local Collaboration Trust between the LLC and Ysgol Beuno Sant • Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn continue as present
Model 5	<ul style="list-style-type: none"> • Close Ysgol y Berwyn, Ysgol Bro Tegid, Ysgol Beuno Sant, Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and establish a catchment LLC on the existing site of Ysgol y Berwyn in Bala
Model 6	<ul style="list-style-type: none"> • Close Ysgol y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a Lifelong Learning Campus (LLC) on the existing site of Ysgol y Berwyn in Bala • Plan to federate the three rural schools, namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn with the LLC.
Model 7	<ul style="list-style-type: none"> • Close Ysgol y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a Lifelong Learning Campus (LLC) on the existing site of Ysgol y Berwyn in Bala • Close Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and establish a multi-site catchment area school on the existing sites of the three rural schools namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn • Collaboration between the multi-site catchment area school and the LLC.
Model 8	<ul style="list-style-type: none"> • Close Ysgol y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a Lifelong Learning Campus (LLC) on the existing site of Ysgol y Berwyn in Bala • Close Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and establish a multi-site catchment area school on the existing sites of the three rural schools namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn • Plan to federate the LLC with the rural Multi Site Catchment Area school.

Equality Act 2010

The Equality Act 2010 (“the Act”) combines previous anti-discrimination acts into one Act to replace them. It simplifies and strengthens the legislation, and does away with inconsistencies, making it easier for people to understand the legislation and conform with it. Most requirements of the Act came into force on 1 October 2010.

The Act contains new duties for the public sector regarding equality (the ‘general duty’) which replace the individual responsibilities regarding equality in terms of race, disability and gender. This duty came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those undertaking public responsibilities consider how they can contribute positively towards a fairer society by improving equality and good relations from day to day. The duty ensures that attention to equality is incorporated into the way that policies are planned and the way that services are provided and ensures that policies and services are continually reviewed. This ensures better results for everyone i.e. abolition of illegal discrimination, harassment and persecution; promotion of equal opportunities; generation of good relationships.

These duties are legally binding. Authorities which fail to achieve the duties can face legal challenge.

The Equality Act 2010 protects people on the basis of a series of protected features: Race, Gender, Disability, Sexual Tendencies, Sexual Reassignment, Religion, Creed and Age. If relevant, it also protects in matters related to Marriage and Civil Partnership, Pregnancy and Maternity. It should also be noted that the Act safeguards in matters of ‘connection’ and protected features, thus it would protect parents or carers of disabled children in matters of access to the children. The Act requires that the duty to give ‘due regard’ is prominent during the process of reaching decisions. It is also important to note that public authorities bound to these duties regarding equality may also be bound to the obligations relevant to the Human Rights Act. Therefore, as part of the same process, it would be prudent to consider the possible impact that decisions could have on human rights also.

ASSESSMENT OF THE MODELS

1) AUTHORS OF THE ASSESSMENT

Gwynedd Council Education Department

2) PARTNERS

Please note any other names that should be included as part of the assessment process: these could include front line staff, partner establishments, field specialists etc.

Head Teachers, staff, governors, parents/carers and pupils of Y Berwyn catchment area schools
Members of Y Berwyn Catchment Area Review Panel
Members of the Community
Local Members of Y Berwyn Catchment Area
Head of Education – Gwynedd Council
Education Cabinet Member – Gwynedd Council
Gwynedd Council Strategic Director

3) ASSESSMENT COMMENCEMENT DATE

September 2014

4) ASSESSMENT COMPLETION DATE

October 2014

5) RELEVANCE

5a) Relevance to General Duties

- **Promoting equality in a positive manner**
The aim is to continue to use school systems and policies to promote equality in a positive manner.
- **Abolishing illegal discrimination, harassment and persecution**
The aim is to continue to use school systems and policies to abolish illegal discrimination, harassment and persecution
- **Promoting equal opportunities**
The aim is to continue to use school systems and policies to respond to the needs of the individual.
- **Promoting good relationships**
The aim is to continue to use school systems and policies to promote good relationships.

5b) Relevance to various equality elements

- **Gender**
The table below shows the percentage of boys and girls at the existing schools.

School	Boys	Girls
Y Berwyn	51%	49%
Beuno Sant	45%	55%
Bro Tegid	55%	45%
Bro Tryweryn	41%	59%
Ffridd y Llyn	55%	45%
OM Edwards	57%	43%

- **Disability**

Information not received but it will be necessary to keep an eye on the number of disabled pupils attending the schools. Depending on the disability, the schools must adapt their plans in order to allow access for pupils with specific disabilities. In relation to this also, the Authority must ensure that the relevant departments are aware of any changes and ensure the required input.

- **Language**

The vast majority of pupils at the schools speak either Welsh and / or English as their first language.

- **Sexual Tendencies**

Not relevant.

- **Religion or creed**

No current information regarding pupils' religion or creed.

Ysgol Beuno Sant is a Voluntary Aided (VA) school with religious character (Church in Wales). Ysgol Y Berwyn, Ysgol Bro Tegid, Ysgol Bro Tryweryn, Ysgol OM Edwards, and Ysgol Ffridd Y Llyn are 'Community' category schools with no religious character.

The table below shows the categories of the schools within Y Gader catchment area and the number of pupils in each category:

CATEGORY	PRIMARY		SECONDARY	
	Number of schools	Number of pupils	Number of schools	Number of pupils
Community Schools	4	302	1	319
Voluntary (VA) Aided Schools	1	53	0	0
Total	5	355	1	319

- **Age**

Support opportunities for primary pupils within the 3 to 11 age group, and secondary pupils within the 11 to 19 age group.

6) AIMS OF THE POLICY / SERVICE / AND NOD AC AMCANION Y POLISI / GWASANAETH / FUNCTION

Ensure equality

7) PARTICIPATION AND CONSULTATION

What participation and consultation was undertaken with regard to policy / service / function and what was the outcome?

A statutory consultation will be held on the favoured option in order to obtain the views of the consultees. As part of the statutory consultation a special event will be held to receive the views of the pupils at the schools in question in order to ensure that their voice is heard.

8) AVAILABLE EVIDENCE

PLASC data - January 2014.

Gaps in evidence – none.

9) WHAT IS THE REAL OR LIKELY IMPACT OF THE REORGANISATION OF EDUCATION IN Y BERWYN CATCHMENT AREA

9a) In terms of the equality groups

- **Creed**

Under the requirements of the Council's policy, new schools will need to provide an Anti-Bullying Policy, therefore the schools will be expected to protect against bullying on grounds of creed at the school.

The schools of Gwynedd have a Transport Code of Practice and an Anti-Bullying Policy compiled by Gwynedd Council.

- **Gender**

Model 1

No impact since the schools will continue within their existing structure.

Model 2

There will be no impact on the secondary cohort since there will be no change in pupils' origin.

There will be some impact on the primary cohort in view of the fact that Ysgol Beuno Sant and Ysgol Bro Tegid will be amalgamated on one site.

This would be the percentage of boys and girls under this model:

School	Boys	Girls
LLC – Secondary Pupils	51%	49%
LLC – Primary Pupils	52%	48%
Bro Tryweryn	41%	59%
Ffridd y Llyn	55%	45%
OM Edwards	57%	43%

Model 3

There will be no impact on the secondary cohort since there will be no change in pupils' origin

There will be some impact on the primary cohort in view of the fact that Ysgol Beuno Sant and Ysgol Bro Tegid will be amalgamated on one site.

Federation of the rural schools will have no impact on equality since the rural schools will continue as individual schools.

This would be the percentage of boys and girls under this model:

School	Boys	Girls
LLC – Secondary Pupils	51%	49%
LLC – Primary Pupils	52%	48%
Bro Tryweryn	41%	59%
Ffridd y Llyn	55%	45%
OM Edwards	57%	43%

Model 4

There will be no impact on the secondary cohort since there will be no change in pupils' origin
There will be no impact on the primary cohort since no additional pupils will join with Bro Tegid pupils on the existing Ysgol Y Berwyn site.

Model 5

There will be no impact on the secondary cohort since there will be no change in pupils' origin
There will be some impact on the primary cohort in view of the fact that all primary pupils of the catchment area will be brought together to the one site.

This would be the percentage of boys and girls under this model:

School	Boys	Girls
LLC – Secondary Pupils	51%	49%
LLC – Primary Pupils	52%	48%

Model 6

There will be no impact on the secondary cohort since there will be no change in pupils' origin
There will be some impact on the primary cohort in view of the fact that Ysgol Beuno Sant and Ysgol Bro Tegid will be amalgamated on one site.
Federation of the rural schools will have no impact on equality since the rural schools will remain as individual schools.

This would be the percentage of boys and girls under this model:

School	Boys	Girls
LLC – Secondary Pupils	51%	49%
LLC – Primary Pupils	52%	48%
Bro Tryweryn	41%	59%
Ffridd y Llyn	55%	45%
OM Edwards	57%	43%

Model 7

There will be no impact on the secondary cohort since there will be no change in pupils' origin
There will be some impact on the primary cohort in view of the fact that Ysgol Beuno Sant and Ysgol Bro Tegid will be amalgamated on one site.
Although the rural schools will close, in view of the fact that the sites will still be part of the Multi Site Catchment Area School, there will be no impact on the numbers of boys and girls on the sites.

This would be the percentage of boys and girls under this model:

School / Site	Boys	Girls
LLC – Secondary Pupils	51%	49%
LLC – Primary Pupils	52%	48%
Frongoch Site (now Bro Tryweryn)	41%	59%
Cefnddwysarn Site (now Ffridd y Llyn)	55%	45%
Llanuwchllyn Site (now OM Edwards)	57%	43%

Model 8

There will be no impact on the secondary cohort since there will be no change in pupils' origin
There will be some impact on the primary cohort in view of the fact that Ysgol Beuno Sant and Ysgol Bro Tegid will be amalgamated on one site.

Although the rural schools will close, in view of the fact that the sites will still be part of the Multi Site Catchment Area School, there will be no impact on the numbers of boys and girls on the sites.

This would be the percentage of boys and girls under this model:

School / Site	Boys	Girls
LLC – Secondary Pupils	51%	49%
LLC – Primary Pupils	52%	48%
Frongoch Site (now Bro Tryweryn)	41%	59%
Cefnddwysarn Site (now Ffridd y Llyn)	55%	45%
Llanuwchllyn Site (now OM Edwards)	57%	43%

- **Disability**

As part of a capital investment, there would be an opportunity to ensure that the Campus meets the requirements and access standards of the disabled (the DDA)

Under the requirements of the Council's policy, schools need to compile an Anti-Bullying Policy and therefore the school will be expected to protect against bullying on the basis of disability, and on any other basis.

The staff at the schools will need to provide the same level of care and to be aware of all the children's needs.

The schools of Gwynedd have a Transport Code of Practice and an Anti-Bullying Policy compiled by Gwynedd Council.

- **Language**

The Council's Welsh Education Plan sets the same requirements on every school, and therefore in terms of implementing the policy, there will be no change.

- **Sexual tendencies**

Not relevant.

- **Religion or creed**

In terms of all the models, careful consideration is called for when choosing a category. We need to be aware that there are implications in terms of the choice of category if Ysgol Beuno Sant is closed. At the moment there is a choice of primary education - either Community or Voluntary Aided (Church in Wales)

Model 1

No impact since the schools will continue under their present structure.

Model 2

In designating the category of the LLC as either :

- Community – this would abolish primary Church provision in the catchment area or
- Church – this would lead to a wider Church secondary education within the catchment area
 - the choice of community primary education will remain in the rural schools.

Therefore, subject to which category is chosen for this model, the present choice for the educational provision will change. This will have to be borne in mind when discussing the various models.

Model 3

In designating the category of the LLC as either :

- Community – this would abolish primary Church provision in the catchment area or
- Church – this would lead to wider Church secondary education within the catchment area
 - the choice of community primary education will remain in the rural schools.

Therefore, subject to which category is chosen for this model, the present choice for the educational provision will change. This will have to be borne in mind when discussing the various models.

Model 4

No impact since the choice of community or Church primary education provision will continue.

Model 5

In designating the category of the LLC as either:

- Community - this would abolish primary Church provision in the catchment area or
- Church - this would abolish primary and secondary community provision in the catchment area and create wider secondary Church education in the catchment area

Therefore, subject to the category chosen for this model, the present choice of education provision will change. We need to be aware of this when discussing the models.

Model 6

In designating the category of the LLC as either:

- Community - this would abolish primary Church provision in the catchment area or
- Church – this would create wider secondary Church education in the catchment area
 - It will abolish community primary and secondary provision since it is not possible to federate schools of different categories under the federation regulations of 2014.

Therefore, subject to the category chosen for this model, the present choice of education provision will change. We need to be aware of this when discussing the models.

Model 7

In designating the category of the LLC as either:

- Community - this would abolish primary Church provision in the catchment area or
- Church – this would create wider secondary Church education in the catchment area
 - the choice of primary education would remain subject to the legal status of the multi-site school.

Therefore, subject to the category chosen for this model, the present choice of education provision will change. We need to be aware of this when discussing the models.

Model 8

In designating the category of the LLC as either

- Community - this would abolish primary Church provision in the catchment area or

- Church – this would create wider secondary Church education in the catchment area
It will abolish community primary and secondary provision since it is not possible to federate schools of different categories under the federation regulations of 2014.

Therefore, subject to the category chosen for this model, the present choice of education provision will change. We need to be aware of this when discussing the models.

- Age
Not relevant.

9b) In terms of General Duties

- **Promoting equality in a positive way**
Everyone is treated according to his / her needs under the present system at our schools. The new school to continue to follow statutory policies and systems which are already in place.
- **Abolishing illegal discrimination, harassment and persecution**
The aim is to give pupils the opportunity to voice their opinions in a way that is suitable and appropriate in view of any factors which affect them. Continue to use the School Council, PSE lessons, anti-bullying policies and other methods to ensure that the school abolishes illegal discrimination, harassment and persecution.
- **Promoting equal opportunities**
The aim is to give pupils the opportunity to voice their opinions in a way that is suitable and appropriate in view of any factors which affect them. Continue to use the School Council, PSE lessons, anti-bullying policies and other methods to ensure that the school promotes equal opportunities.
- **Promoting good relationships**
Ensure that the school makes use of any help available e.g. to promote good behaviour at the school.

The aim is to give pupils the opportunity to voice their opinions in a way that is suitable and appropriate in view of any factors which affect them. Continue to use the School Council, PSE lessons, anti-bullying policies and other methods to ensure that the school promotes equal opportunities.

Losing a local resource can negatively impact the community image; this needs to be alleviated through strong links between the school and the local communities.

10) TACKLING THE IMPACT

it is not expected that any of the models will have any substantial impact on the equality elements noted in 5b above.

11) MONITORING AND REVIEWING ARRANGEMENTS

The schools are responsible for operating an equality policy (through their governing bodies) and the authority - through its support and monitoring system - will ensure conformation with the policy. .Also, within the school inspection circle, Estyn will review this matter.

Assessment of the Need for Different
Types of Schools in the Berwyn
Catchment Area

July 2014

Dr. G.R. Humphreys

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Section 1. Background

Gwynedd Council have conducted a survey of parents whose children attend schools in the Ysgol y Berwyn catchment area, including Ysgol Y Berwyn itself, to assess the need for different types of school in the Ysgol Y Berwyn catchment area. The catchment area has five primary schools, including Ysgol Beuno Sant which is a primary school maintained by Cyngor Gwynedd in partnership with the Church in Wales, and Ysgol y Berwyn, a secondary school with has provisions for post-16 education.

The questionnaire was sent to the schools in April, 2014 and returned to Ysgol y Berwyn before being sent to Dr. G.R. Humphreys for analysis. The questionnaire was designed by Cyngor Gwynedd and the Church in Wales. It aims to gauge the opinions of parents regarding importance of a variety of factors concerning their children's education, including religious and spiritual elements, and encourages parents to communicate their views and opinions regarding the matter.

Section 2. Data

In total 160 questionnaires were returned, approximately 23.7% of those dispatched. One respondent indicated that they did not feel they were able to make judgments about the importance of religion to persons other than themselves, and as such had elected not to complete the questionnaire. This respondent was removed from the analysis of Question 3 onwards (they are included in the demographic questions).

Question 1: Location of Home

In the first question, respondents were asked to indicate the location of their home. The largest proportion (36.2%) indicated that they lived in Bala, followed by Llanuwchllyn (17.5%) and Frongoch (5.6%). Each of the other locations indicated made up less than 5% of the sample.

Question 2: School Attended by Children

There were six possible responses to this item (Ysgol Beuno Sant, Ysgol Bro Tegid, Ysgol Bro Tryweryn, Ysgol Ffridd y Llyn, Ysgol O.M. Edwards and Ysgol y Berwyn). The number of respondents per school is shown in Table 1. Ysgol Bro Tegid returned the largest proportion of responses, making up 23.8% of the sample. Parents whose child/children only attended Ysgol Y Berwyn returned 9.7% of the responses, while 18.8% of parents had children in both a local primary school and Ysgol Y Berwyn. The schools which made up the smallest proportion of the sample were Ysgol Beuno Sant and Ysgol Ffridd y Llyn, returning 10% each of the sample. One parent did not indicate which school their child attended.

Table 1. Number of responses per school.

	Number Respondents	%
Ysgol Beuno Sant	16	10.0%
Ysgol Bro Tegid	38	23.8%
Ysgol Bro Tryweryn	25	15.6%
Ysgol Ffridd y Llyn	16	10.0%
Ysgol OM Edwards	33	20.6%
Ysgol y Berwyn (only)	31	19.4%
Ysgol y Berwyn (with another child in primary)	30	18.8%

159 respondents replied to this question. Note percentages do not add to 100% as those who have children in both a primary school and Ysgol y Berwyn are included here for completeness.

Taking into consideration the relative sizes, the school with the largest proportion of respondents was Ysgol Bro Tryweryn, with 25 responses for its 43 pupils (58.1%). The number of responses relative to the number of pupils per school can be seen in Table 2. It should be noted that the survey did not ask how many children each respondent has in each school, and given the possibility of a parent having more than one child in a particular school, the relative size of responses per school could be assumed to be larger than they appear here. Of note also is that the respondents who indicated that they have children in Ysgol y Berwyn, either solely or in conjunction with children in primary schools, is rather low, with only 61 respondents out of a school size of 319 (19.1%) in 2013 (based on data from Cyngor Gwynedd).

Table 2. Number of responses by school.

	Number Respondents	Pupil Numbers in 2013/14	% Responses
Ysgol Beuno Sant	16	53	30.2%
Ysgol Bro Tegid	38	103	36.9%
Ysgol Bro Tryweryn	25	43	58.1%
Ysgol Ffridd y Llyn	16	66	24.2%
Ysgol OM Edwards	33	90	36.7%
Ysgol y Berwyn (only)	31	319	9.7%
Ysgol y Berwyn (with another child in primary)	30	319	9.4%
Ysgol y Berwyn (only or with another child in primary)	61	319	19.1%
Responses (excluding last 2 rows)	159	674	23.6%

159 respondents answered this question. Note that those parents who indicated that they had children in both a primary school and Ysgol Y Berwyn do not contribute to the total number of responses. They are included in the table for the sake of completeness.

Question 3: Choice of School

Respondents were asked to indicate which of four views best reflected their own when it came to choosing a school for their children. The four views were as follows:

- It is important to me that my child attends a school maintained by Cyngor Gwynedd only
- It is important to me that my child attends a school maintained by Cyngor Gwynedd in partnership with the Church in Wales and with the support of other Christian denominations
- It is important that schools maintained by Cyngor Gwynedd in partnership with the Church in Wales and with the support of other Christian denominations are available in my area to provide a choice for parents
- The only thing that matters to me is that my child has a good education

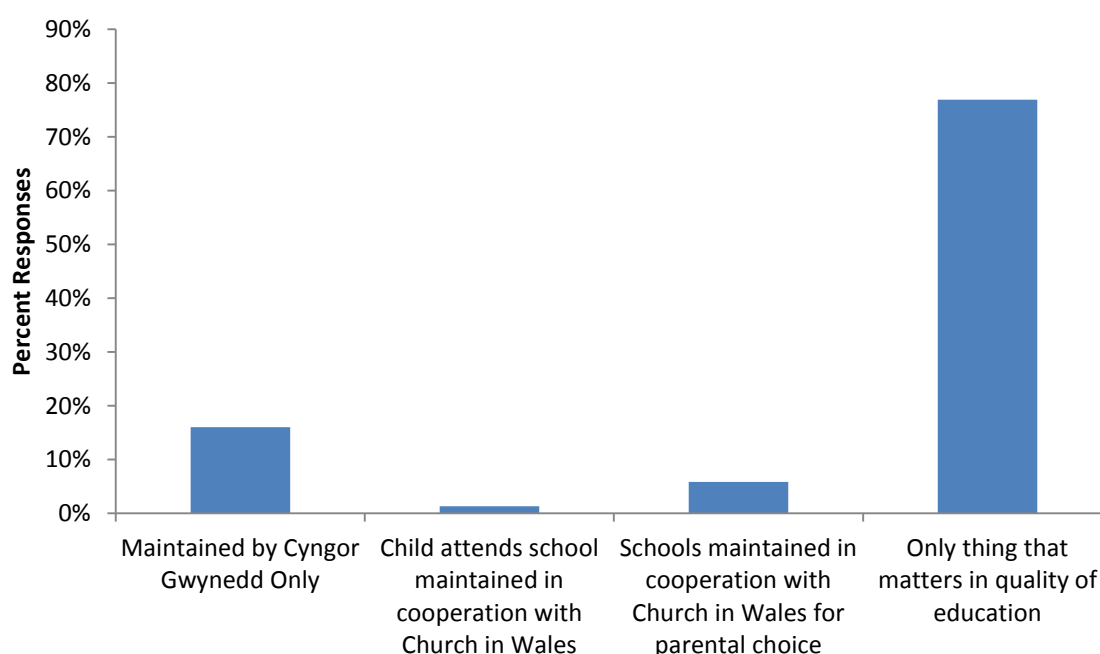
Over three quarters of respondents (76.9%) indicated that the only thing that mattered to them was the education of their children (see Table 3). This was followed by 16% of respondents who felt that their children should attend a school maintained by Cyngor

Gwynedd only. While 9 respondents (5.8%) indicated that they felt schools maintained in partnership with the Church in Wales was important to provide choice to parents, only 2 indicated that it was important that their child actually attended a school maintained in partnership with the Church in Wales (only one of these had a child actually attending Ysgol Beuno Sant, the other had a child attending Ysgol Bro Tryweryn).

Table 3. Number of responses per statement when asked which best reflects their views when choosing a school.

	No	%
Maintained by Cyngor Gwynedd Only	25	16.0%
Child attends school maintained in cooperation with Church in Wales	2	1.3%
Schools maintained in cooperation with Church in Wales for parental choice	9	5.8%
Only thing that matters in quality of education	120	76.9%
Responses	156	

Figure 1. Percentage of responses per statement when asked which best reflects their views when choosing a school.



Space was provided in Question 3 for parents to add other comments in a freeform manner, and 14 parents (8.8%) took advantage of this opportunity. These responses were

varied, from class sizes being kept small, education through the medium of Welsh, to distance to the nearest school. However, a number of parents felt that the options available did not adequately represent the factors present in choosing a school, or had very strong opinions about the nature of the question. One parent indicated that a host of factors, such as the school's close relationship with the Church, its ethos and provisions appealed to their children and was instrumental in them choosing Beuno Sant. Another, whose child does not attend Beuno Sant, felt strongly that children who did should have some commitment to the Church, which they did not feel was evident in Bala. Two respondents complained that there was no option but to choose Option 4 (The only thing that is important to me is that my child has a good education), and that there should be no suggestion that parents must choose between the religious provisions or quality of education. Similar responses to Question 5 will be discussed later.

Question 4a: Importance of Factors Influencing Choice of School

Respondents were asked to indicate the importance on a four point scale ("Very Important", "Important", "Not Important", "Not Important at All") each of seven factors that might influence their current or future choice of school. The seven items were:

- The quality of education
- The formal expectation that Christian values are integral to the life of the school
- The school supports the children's spiritual and moral development
- Travelling distance to the school
- A good relationship between parents and teachers
- School buildings and resources that are of a high standard
- Additional Provisions (e.g. breakfast clubs, after school clubs)

Some respondents failed to make a choice for certain items (an average of 3 per item), and these have been removed from the analysis.

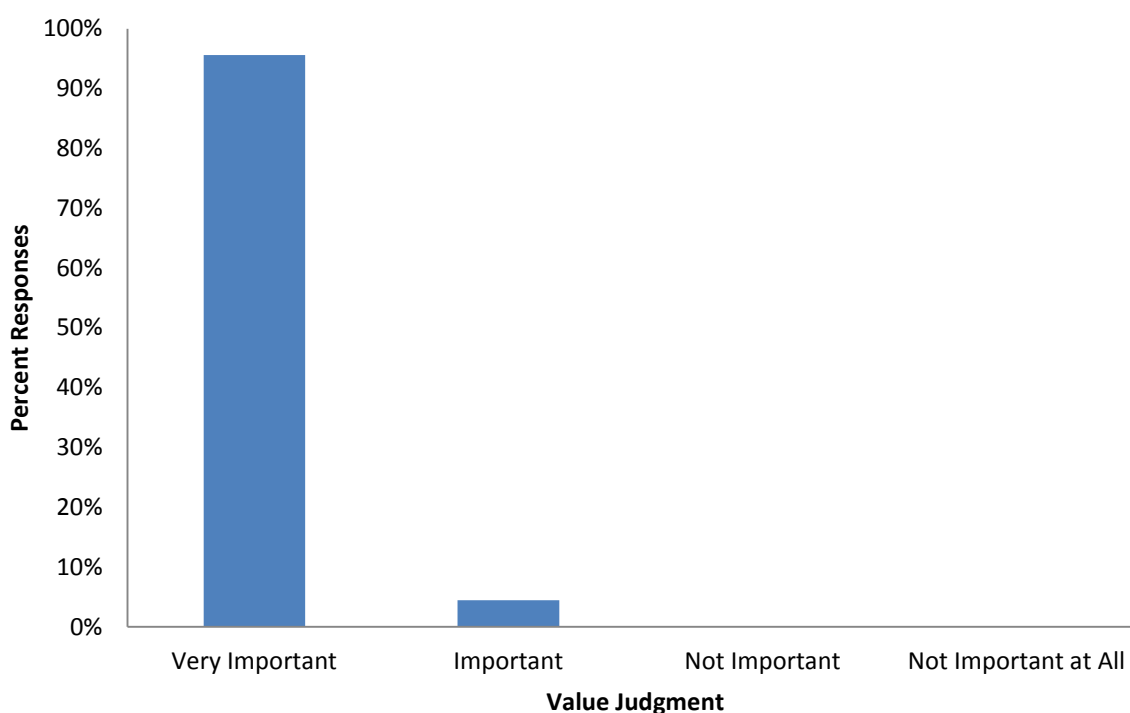
The Quality of Education

For all respondents the *Quality of Education* was at least "Important" when it came to choosing schools, with 95.6% indicating that it is "Very Important", and 4.4% rating it as "Important". No parents indicated that it was either "Not Important" or "Not Important at All". This item had the largest number of "Very Important" responses across all seven items.

Table 4. Ratings of the Importance of the Quality of Education

	Very Important	Important	Not Important	Not Important at All	Total
Number	151	7	0	0	158
%	95.6%	4.4%	0.0%	0.0%	100.0%

Figure 2. Percentage of the Importance of the Quality of Education



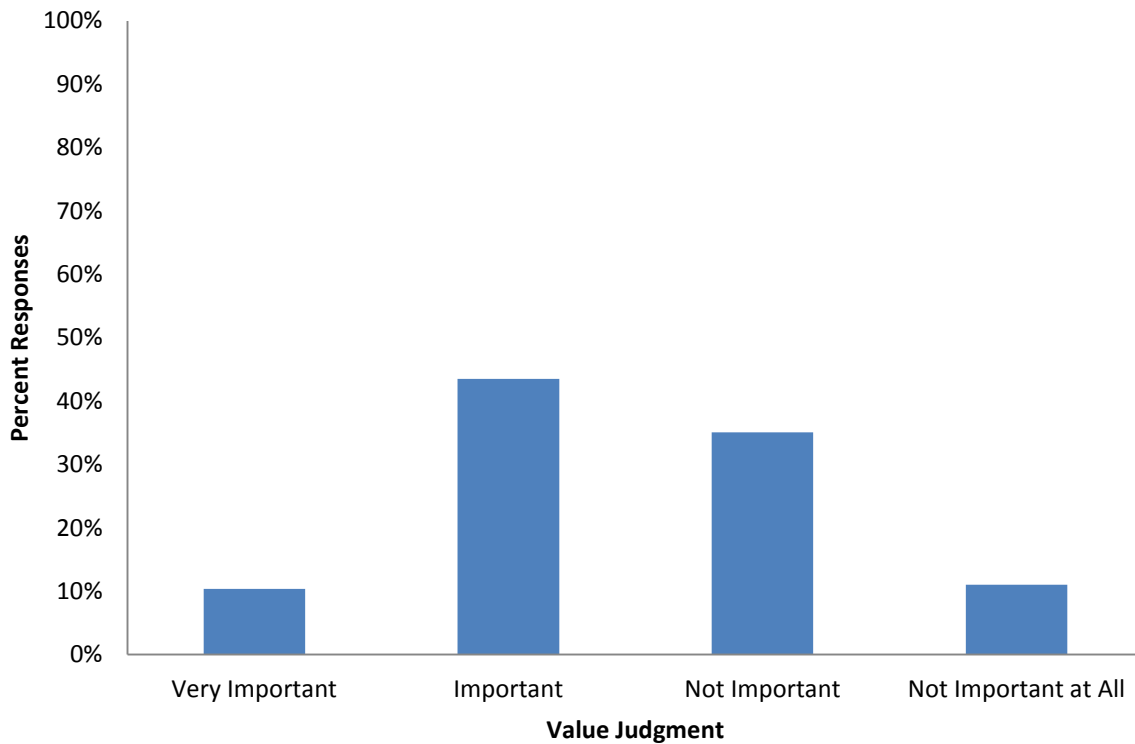
The Formal Expectation that Christian Values are Integral to the Life of the School

This item returned both the lowest number of “Very Important” and the largest number of “Not Important at All” across all items, with 10.4% and 11% of total responses respectively. Over half (53.9%) thought that Christian values were “Very Important” or “Important” in choosing schools, with 46.1% being of the opinion that this was “Not Important” or “Not Important at All”.

Table 5. Ratings of the Importance of Christian Values in Choosing Schools

	Very Important	Important	Not Important	Not Important at All	Total
Number	16	67	54	17	154
%	10.4%	43.5%	35.1%	11.0%	100.0%
	Very Important or Important		Not Important or Not Important at All		
Number	83		71		
%	53.9%		46.1%		

Figure 3. Percentage of the Importance of Christian Values in Choosing School



The majority of respondents indicated that *Christian Values* were either “Important” or “Not Important”, with 43.5% indicating it was “Important”, and 35.1% indicating it was “Not Important”. By splitting responses between Positive (both “Very Important” and “Important”) and Negative (both “Not Important” and “Not Important at All”) responses to the item, we see that slightly more respondents replied Positively to the item, than those who replied Negatively (53.9% Positive versus 46.1% Negative responses).

Table 6. Ratings of the Importance of Christian Values in the School by Individual Schools, and also Split between Positive (Very Important or Important) and Negative (Not Important or Not Important at All) Responses

	Very Important		Important		Not Important		Not Important at All	
Ysgol Beuno Sant	2	12.5%	5	31.3%	8	50%	1	6.3%
Ysgol Bro Tegid			15	40.5%	16	43.2%	6	16.2%
Ysgol Bro Tryweryn	3	13.6%	12	54.6%	7	31.8%		
Ysgol Ffridd y Llyn	6	40.0%	5	33.3%	2	13.3%	2	13.3%
Ysgol OM Edwards	3	9.4%	13	40.6%	12	37.5%	4	12.5%
Ysgol y Berwyn	2	6.5%	16	51.6%	9	29.0%	4	12.9%
No Response			1	100.0%				
Total	16	10.4%	67	43.5%	54	35.1%	17	11.0%
	Very Important or Important				Not Important or Not Important at All			
	83 53.9%				71 46.1%			

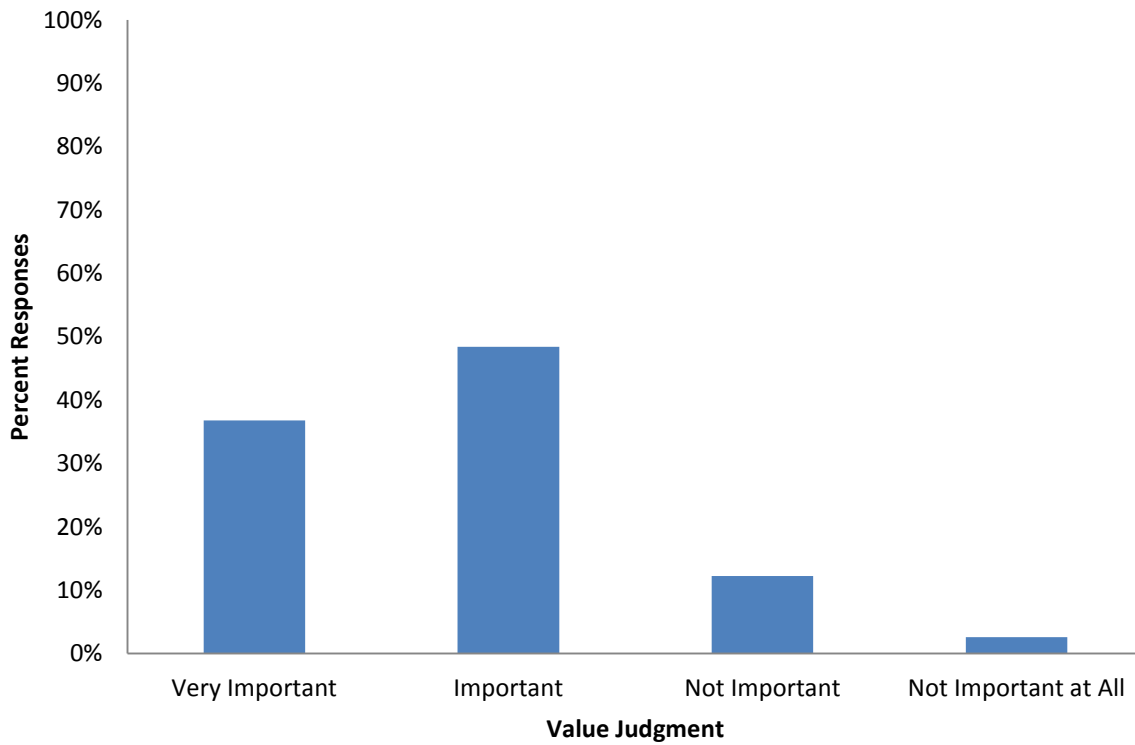
The School Supports the Children's Spiritual and Moral Development.

In terms of schools *Supporting Spiritual and Moral Development*, 48.4% of respondents indicated that this was "Important" when it came to choosing a school, with 36.8% indicating that it was "Very Important" (see Table 7). In terms of negative responses 12.3% indicated that the item was "Not Important" and only 2.6% (4 people) indicated that it was "Not Important at All". By comparing Positive ("Very Important" and "Important") and Negative ("Not Important", "Not Important at All") we see that 85.2% of people responded Positively versus 14.8% Negatively.

Table 7. Ratings of the Importance of Spiritual and Moral Development

	Very Important	Important	Not Important	Not Important at All	Total
Number	57	75	19	4	155
%	36.8%	48.4%	12.3%	2.6%	100.0%

Figure 4. Percentage of Ratings for the Importance of Spiritual and Moral Development



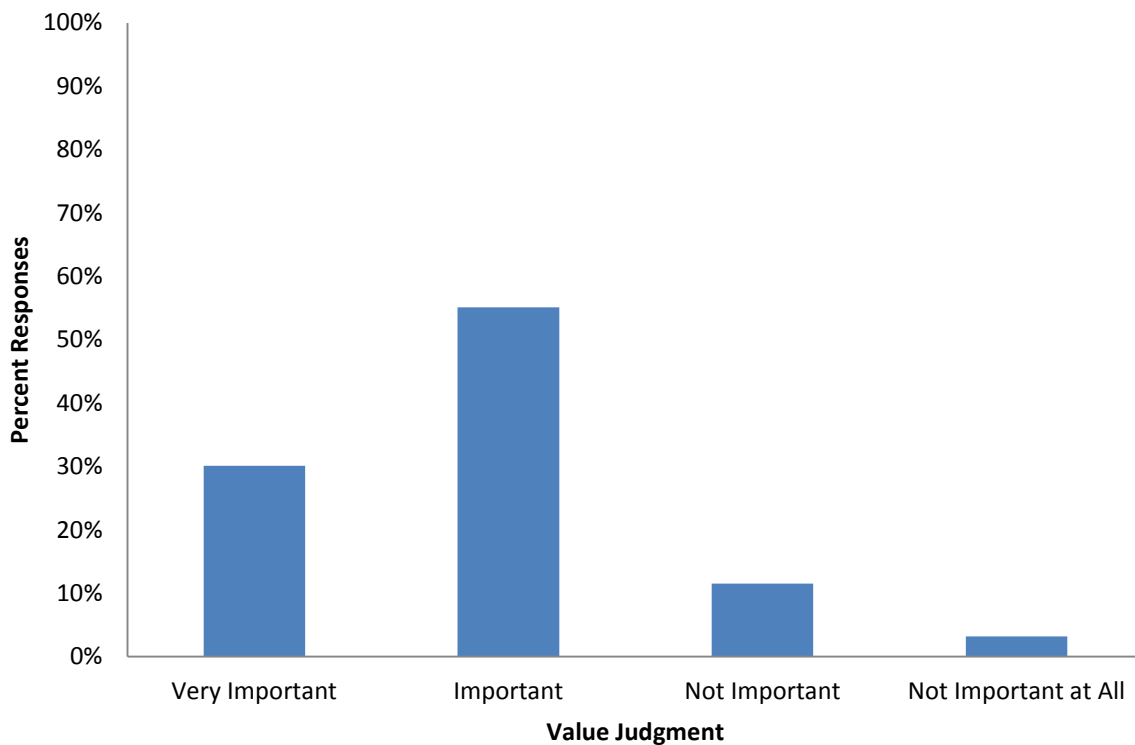
Travel Distance to School.

Over half (55.1%) of parents indicated that the *Travel Distance to the School* was “Important” when it came to choosing a school, with nearly a third (30.1%) indicating that it was “Very Important”. In total 14.7% of respondents indicated that distance to travel was either “Not Important” or “Not Important at All”.

Table 8. Ratings of the Importance of Travel Distance to School

	Very Important	Important	Not Important	Not Important at All	Total
Number	47	86	18	5	156
%	30.1%	55.1%	11.5%	3.2%	100.0%

Figure 5. Percentage of Ratings for the Importance of Travel Distance to School



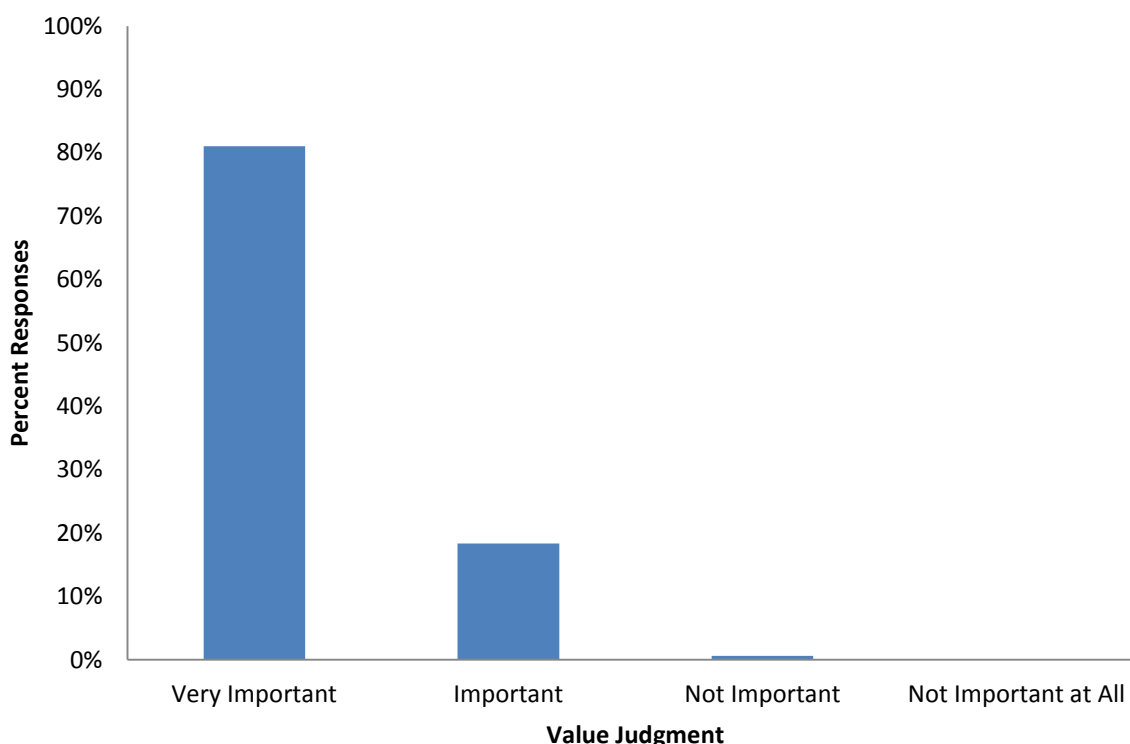
A Good Relationship between Parents and Teachers

The majority of respondents (81%) indicated that it was “Very Important” that there was a *Good Relationship between Parents and Teachers*, with 18.4% indicating that it was “Important”. As such, 99.4% of parents responded Positively (“Very Important” or “Important”) to this item, making it second only to the quality of education in terms of positive items in this list. Only one person indicated that a good relationship was “Not Important”.

Table 9. Ratings of the Importance of Good Relationship between Parents and Teachers

	Very Important	Important	Not Important	Not Important at All	Total
Number	128	29	1	0	158
%	81.0%	18.4%	0.6%	0.0%	100.0%

Figure 6. Percentage of Ratings for the Importance of Good Relationship between Parents and Teachers



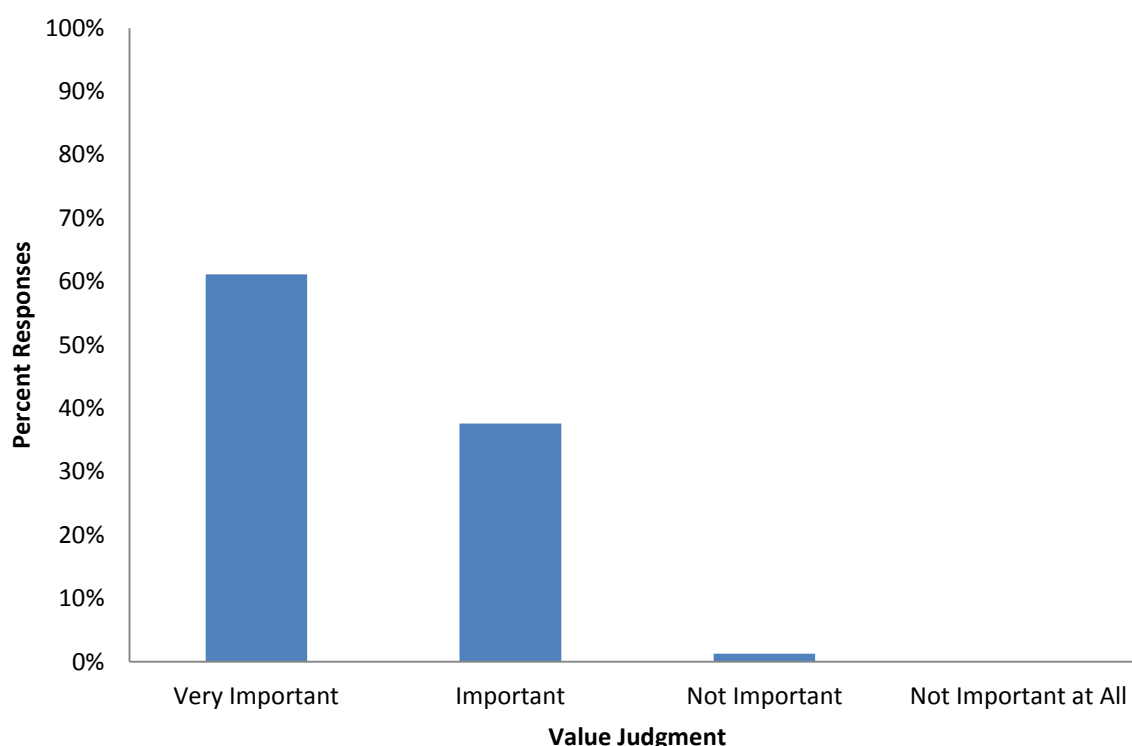
School Buildings and Resources that are of a High Standard

Similar to the previous item, the vast majority (98.7%) of respondents indicated that *Buildings and Resources of a High Standard* were either “Very Important” (61.1%) or “Important” (37.6%). Two respondents (1.3%) indicated that these were “Not Important” and no respondents indicated that they were “Not Important at All”.

Table 10. Ratings of the Importance that Buildings and Resources are of a High Standard

	Very Important	Important	Not Important	Not Important at All	Total
Number	96	59	2	0	157
%	61.1%	37.6%	1.3%	0.0%	100.0%

Figure 7. Percentage of Ratings for the Importance that Buildings and Resources are of a High Standard



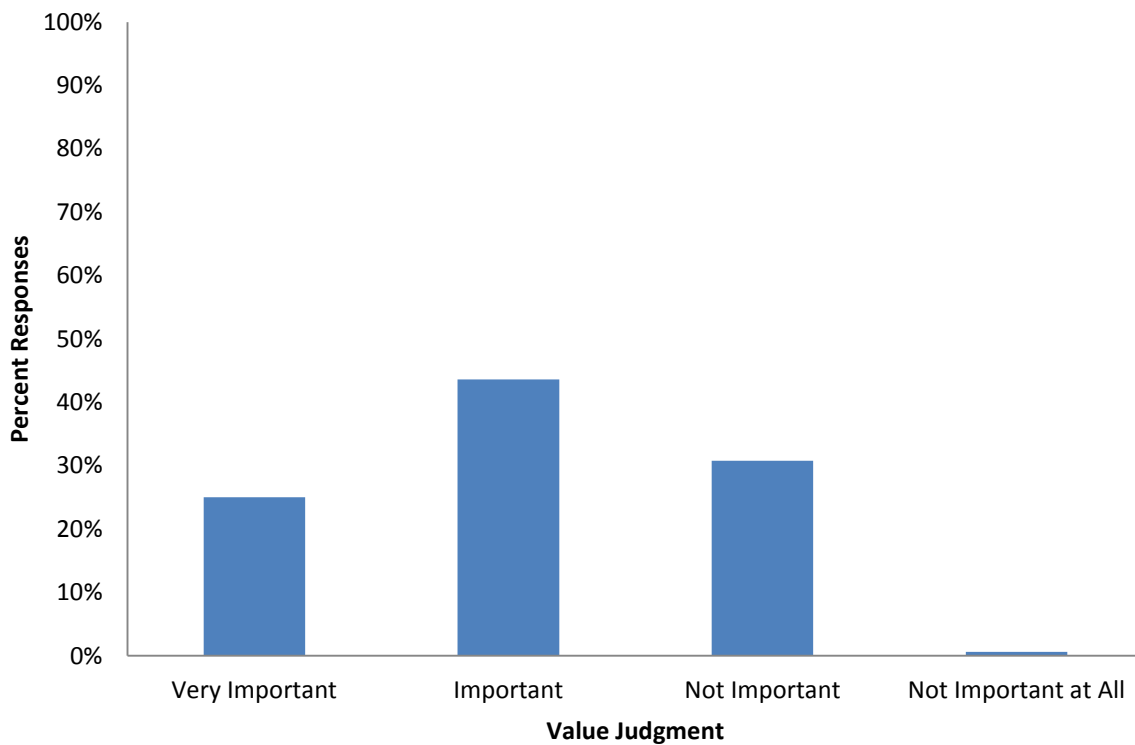
Additional Provisions (e.g. Breakfast Clubs, After-School Clubs)

In terms of additional provisions, 43.6% of respondents felt that *Additional Provisions* were “Important”, and 25% “Very Important”, meaning over two thirds of parents responded Positively to this item. However 30.8% of respondents felt that these were “Not Important” and 1 parent felt that they were “Not Important at All”.

Table 11. Ratings of the Importance of Additional Provisions (e.g. Breakfast Clubs, After-School Clubs)

	Very Important	Important	Not Important	Not Important at All	Total
Number	39	68	48	1	156
%	25.0%	43.6%	30.8%	0.6%	100.0%

Figure 8. Percentage of Ratings for the Importance of Additional Provisions (e.g. Breakfast Clubs, After-School Clubs)



Summary of Question 4a

The question identified elements that were obviously important to parents when choosing a school. The most consistently rated as important was the *Quality of Education*, to which no parent responded that this was either “Not Important” or “Not Important at All”. While a majority of parents felt it was important that the school should support *Spiritual and Moral Development*, the lack of a significant difference between respondents indicating that it was important that the school had *Christian Values* and those who felt that it was not important, suggests that this *Spiritual and Moral Development* may not necessarily be in a traditional or formal Christian setting. Environmental elements such as school buildings and good relationships with teachers were also rated as important factors when it came to choosing schools.

Question 4b: Ranking Items from 4a in Terms of Importance.

Participants were asked to rank, from 1 to 7, with 1 being the most important, the importance of each of the seven elements seen in question 4a:

- The quality of education
- The formal expectation that Christian values are integral to the life of the school
- The school supports the children's spiritual and moral development
- Travelling distance to the school
- A good relationship between parents and teachers
- School buildings and resources that are of a high standard
- Additional Provisions (e.g. breakfast clubs, after school clubs)

A number of respondents appear to have misinterpreted this question, with 69 respondents (43.4%) not completing the question as it was designed. As such the following analysis consists of the responses of 90 participants.

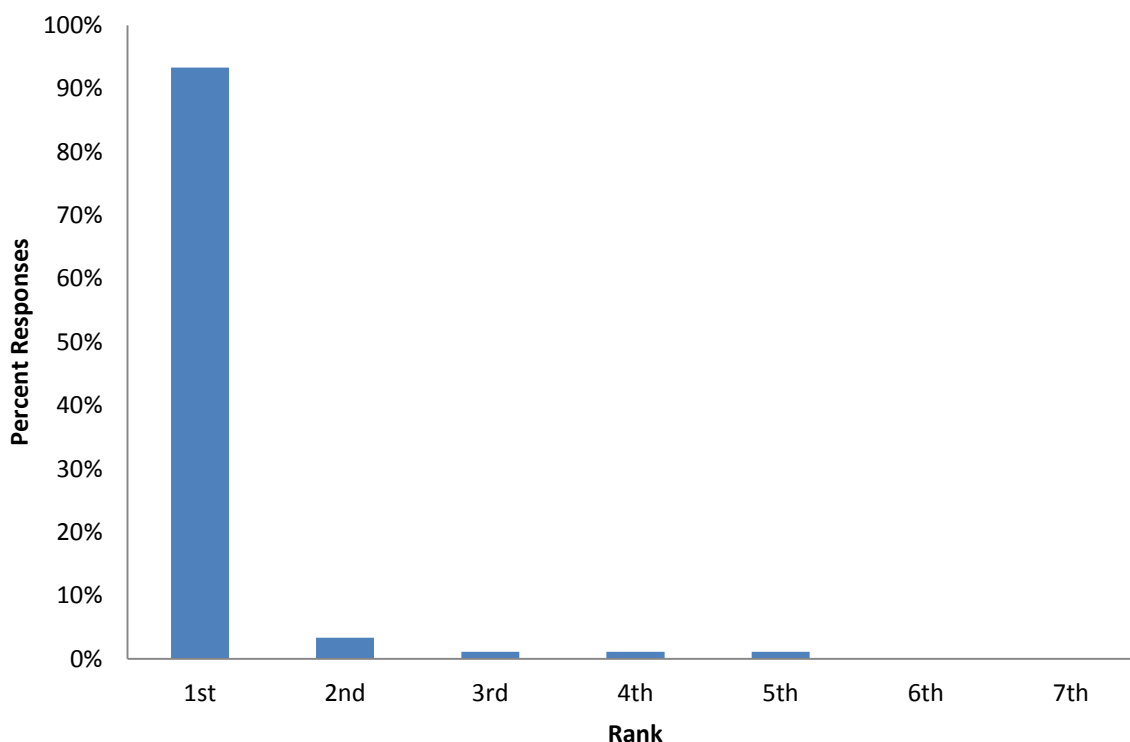
The Quality of Education

Similarly to the item in Question 4a, the *Quality of Education* was rated as the most important element to choosing a school by parents with 93.3% ranking it number 1, 3.3% rank 2, while its lowest rank was 5th.

Table 12. Rankings of the Importance of the Quality of Education

	1st	2nd	3 rd	4th	5th	6th	7th	Total
Number	84	3	1	1	1	0	0	90
%	93.3%	3.3%	1.1%	1.1%	1.1%	0.0%	0.0%	100.0%

Figure 9. Percentage of Rankings for the Importance of the Quality of Education



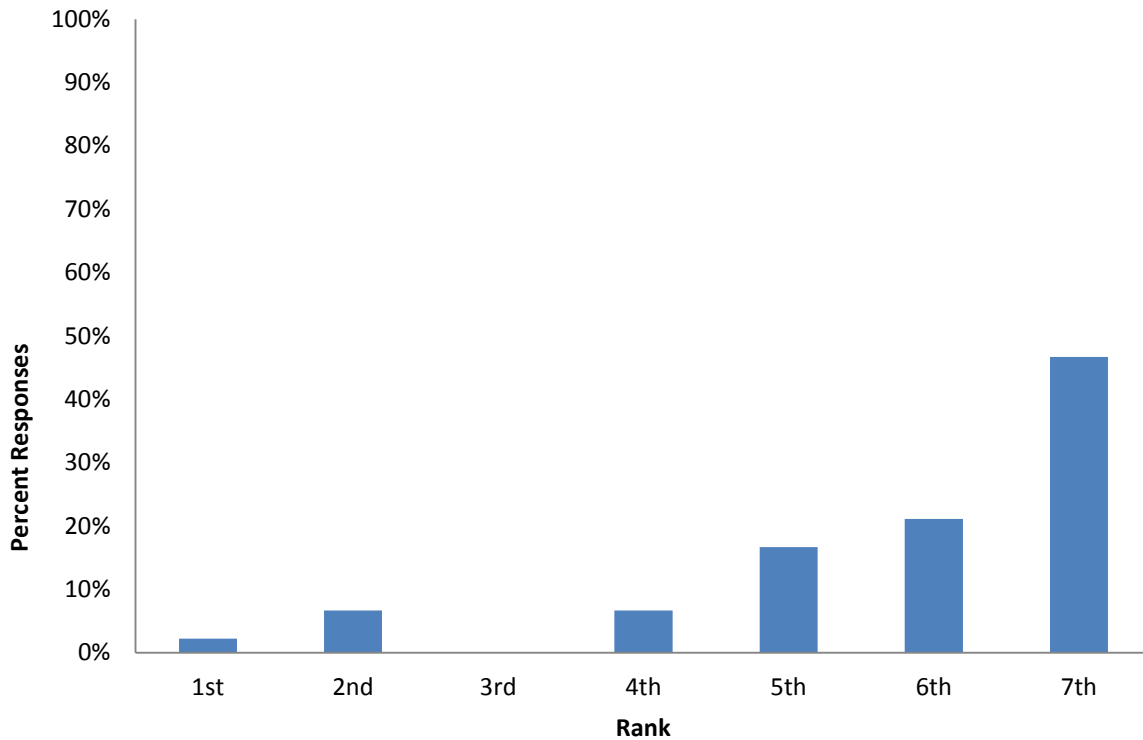
The Formal Expectation that Christian Values are Integral to the Life of the School

The majority of ranks assigned to this item (84.5%) were 5 or lower, with 21.1% ranking it 6th and nearly half (46.7%) ranking it 7th out of 7. Comparison with Question 4a shows that of the parents who indicated that *Christian Values* were “Very Important” or “Important”, only 17% ranked this item 1st or 2nd, with the largest proportion (28.3%) ranking it 5th, and 15% 7th. Of those who replied that *Christian Values* were “Not Important” or “Not Important at All”, 81% ranked this item 7th.

Table 13. Rankings of the Importance that Christian Values are Integral to the Life of the School

	1st	2nd	3rd	4th	5th	6th	7th	Total
Number	2	6	0	6	15	19	42	90
%	2.2%	6.7%	0.0%	6.7%	16.7%	21.1%	46.7%	100.0%

Figure 10. Percentage of Rankings for the Importance that Christian Values are Integral to the Life of the School



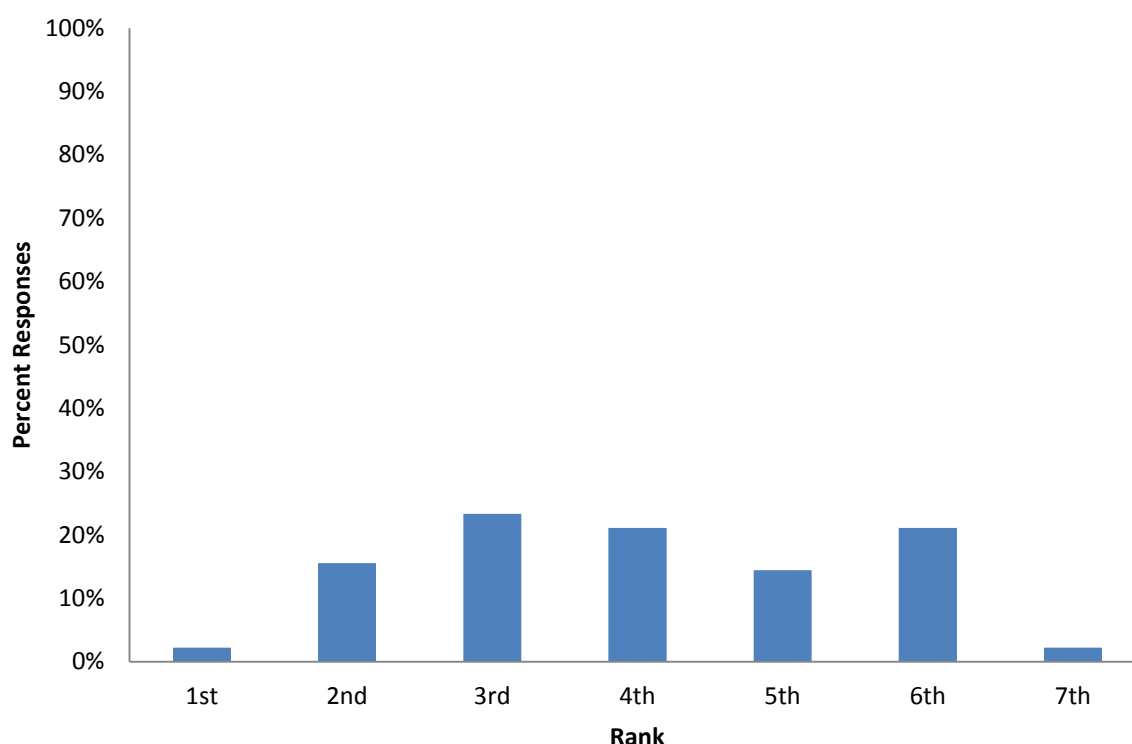
The School Supports the Children’s Spiritual and Moral Development.

Compared to the previous item, the distribution of ranking of Spiritual and Moral Development was more even, with the largest proportion of respondents (23.3%) ranking it 3rd. While 41.1% of respondents ranked the item as either 1st, 2nd or 3rd, 37.7% of respondents ranked spiritual and moral development as 5th, 6th or 7th in terms of importance.

Table 14. Rankings of the Importance that the School Supports Spiritual and Moral Development

	1st	2nd	3rd	4th	5th	6th	7th	Total
Number	2	14	21	19	13	19	2	90
%	2.2%	15.6%	23.3%	21.1%	14.4%	21.1%	2.2%	100.0%

Figure 11. Percentage of Rankings for the Importance that the School Supports Spiritual and Moral Development



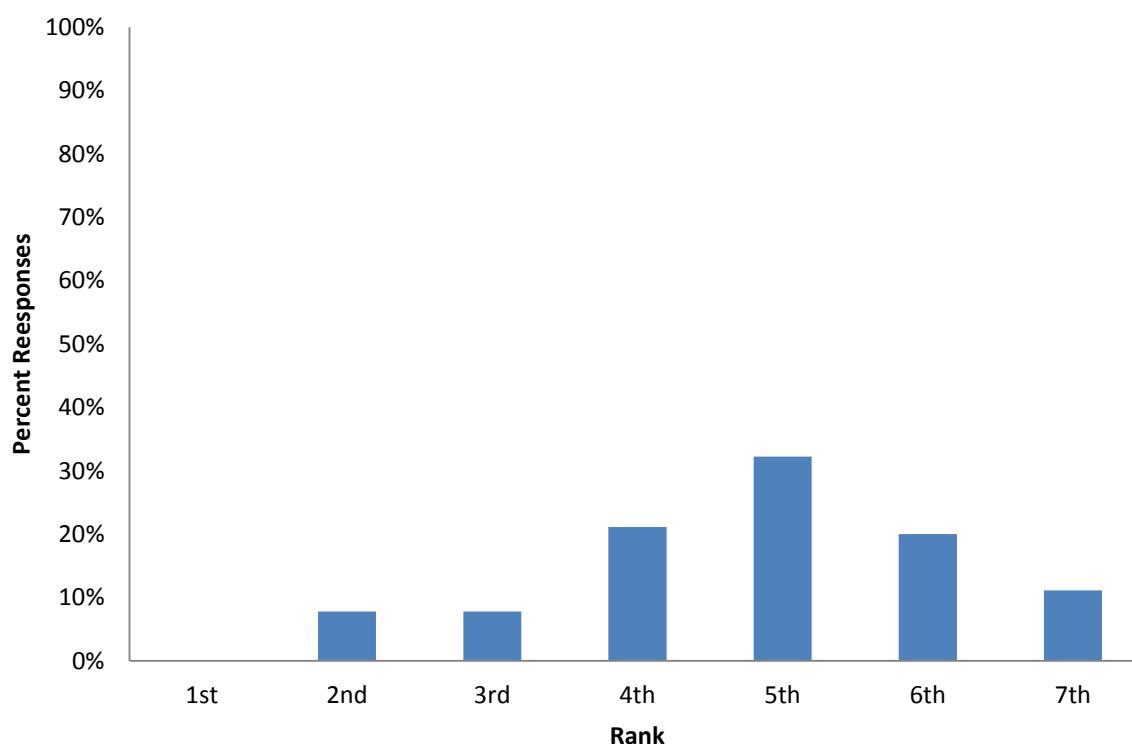
Distance Travelled to School.

Distance to School did not rank particularly highly in the list of factors which affected the respondent's choice of school, with 15.6% of respondents ranking it 2nd or 3rd, and no one ranking it 1st. The largest proportion of respondents (32.2%) ranked it 5th, with nearly three quarters (73.3%) ranking it 4th, 5th or 6th.

Table 15. Rankings of the Importance of Travelling Distance to School

	1st	2nd	3rd	4th	5th	6th	7th	Total
Number	0	7	7	19	29	18	10	90
%	0.0%	7.8%	7.8%	21.1%	32.2%	20.0%	11.1%	100.0%

Figure 12. Percentage of Rankings for the Importance of Travelling Distance to School



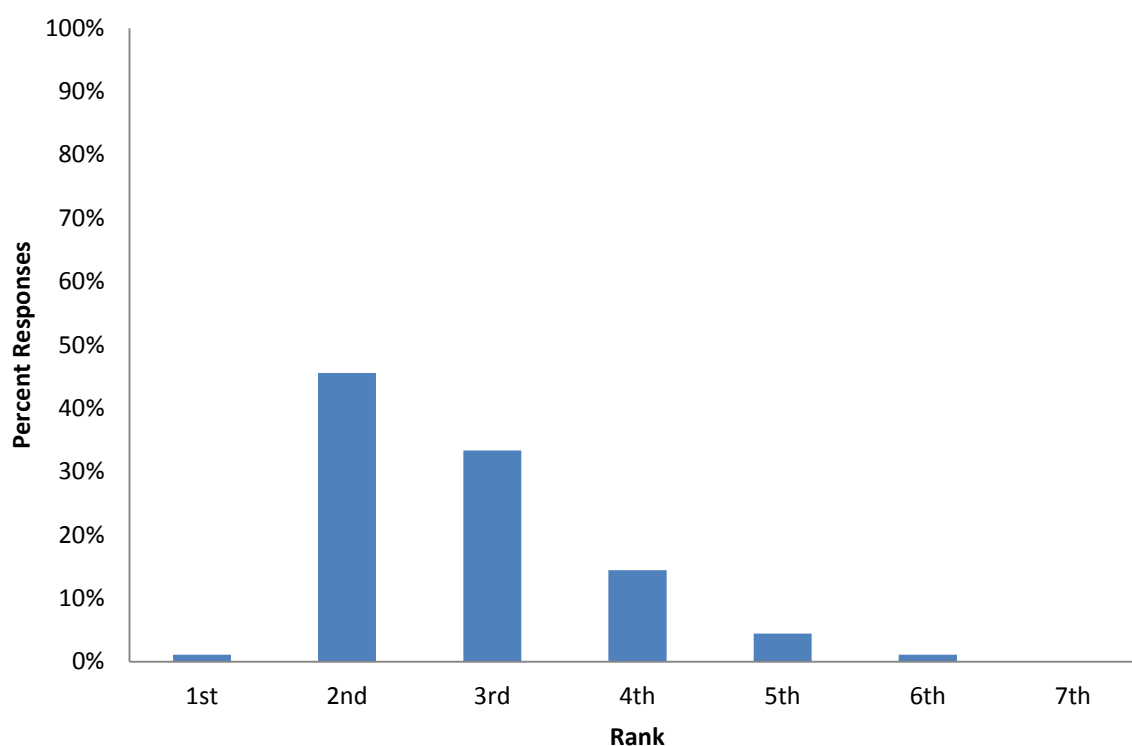
A Good Relationship between Parents and Teachers

This item was judged to be an important factor in the choice of school for parents responding to Question 4a, and a similar pattern is evident here, with 80% of respondents ranking the item 1st, 2nd or 3rd. However only one respondent ranked the item 1st, with the largest proportion (45.6%) ranking it 2nd.

Table 16. Rankings of the Importance of a Good Relationship between Parents and Teachers

	1st	2nd	3rd	4th	5th	6th	7th	Total
No	1	41	30	13	4	1	0	90
%	1.1%	45.6%	33.3%	14.4%	4.4%	1.1%	0.0%	100.0%

Figure 13. Percent of Rankings for the Importance of a Good Relationship between Parents and Teachers



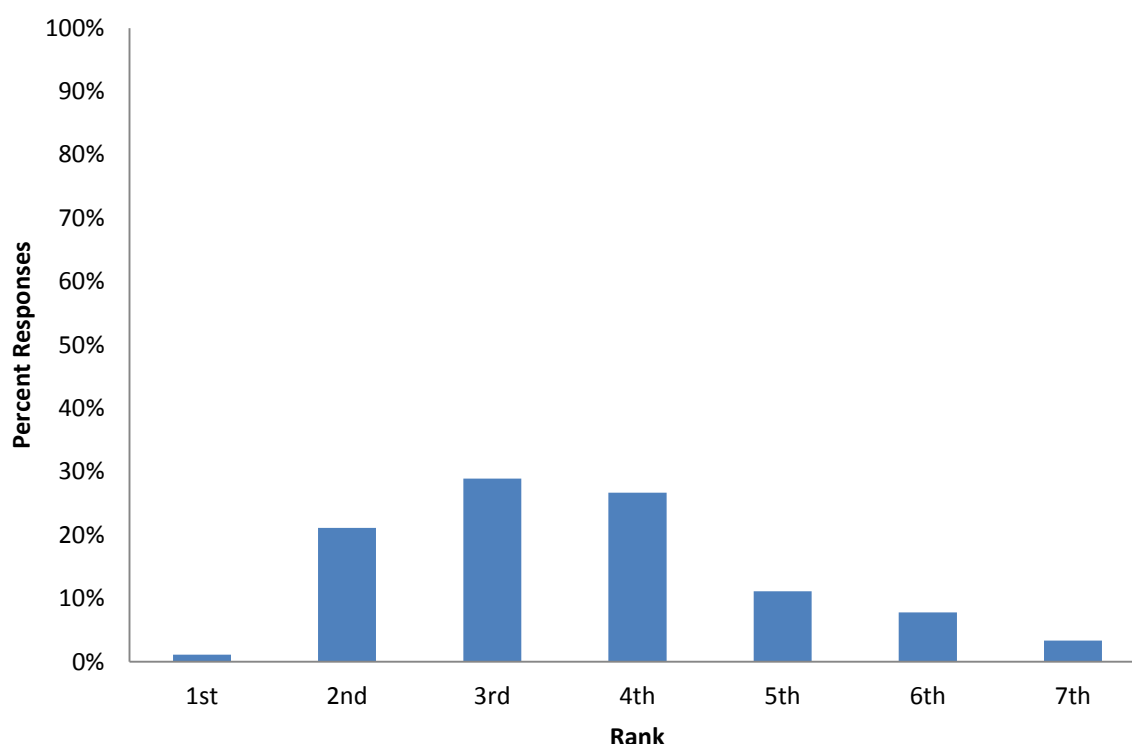
School Buildings and Resources that are of a High Standard

The distribution of these rankings are centred around rank 2 – 4, with over three quarters of respondents (76.7%) ranking the item 2nd, 3rd or 4th. Only one respondent ranked *School Buildings and Resources* as the most important element while 3.3% of respondents ranked it as the least important.

Table 17. Rankings of the Importance that Buildings and Resources are of a High Standard

	1st	2nd	3rd	4th	5th	6th	7th	Total
No	1	19	26	24	10	7	3	90
%	1.1%	21.1%	28.9%	26.7%	11.1%	7.8%	3.3%	100.0%

Figure 14. Percentage of Rankings for the Importance that Buildings and Resources are of a High Standard



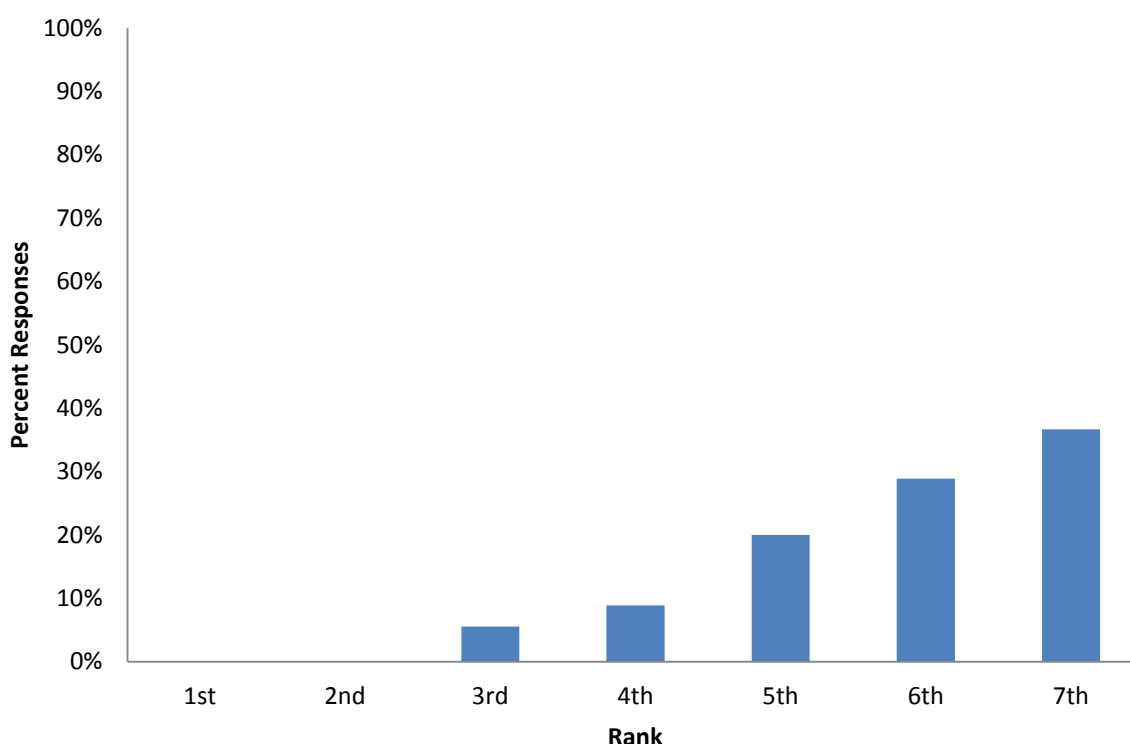
Additional Provisions (e.g. Breakfast Clubs, After-School Clubs)

In Question 4a *Additional Provisions* were rated as either “Very Important” or “Important” by over two thirds (68.6%) of respondents. However, in terms of ranking additional provisions appear to be ranked as less important than the other items in this list. Not one respondent ranked it either 1st or 2nd in terms of importance, with 5.6% ranking it 3rd, and 85.6% ranking it 5th or lower. The largest proportion of parents (36.7%) ranked it 7th out of 7.

Table 18. Rankings of the Importance of Additional Provisions (e.g. Breakfast Clubs, After School Clubs)

	1st	2nd	3rd	4th	5th	6th	7th	Total
No	0	0	5	8	18	26	33	90
%	0.0%	0.0%	5.6%	8.9%	20.0%	28.9%	36.7%	100.0%

Figure 15. Percentage of Rankings for the Importance of Additional Provisions (e.g. Breakfast Clubs, After School Clubs)



Summary of Question

Question 4b confirms the findings of Question 4a which suggested that *Quality of Education* was the most important factor for choosing a school for the respondents. While 95.6% and 4.4% rated *Quality of Education* as either “Very Important” or “Important” respectively in Question 4a, in this question 93.3% of respondents ranked it 1st across the seven items in the list. The *Expectation of Christian Values being Integral to Life at the School* was split fairly evenly between those who felt it was important and those who felt it was not in Question 4a, but in Question 4b tended to be ranked 4th or lower in terms of importance. Further, while in Question 4a *Additional Provisions* such as breakfast clubs were generally ranked as important, in Question 4b they tended to be ranked low in order of importance, with the largest proportion of respondents ranking them 7th.

Each item was assigned a score by multiplying the number of respondents who had ranked the item 1st, 2nd 3rd etc. by the rank’s value. As such, had everyone ranked the item 1st it would have a score of 90 (1 x 90 = 90), had everyone ranked it 7th it would have a score of 630 (90 x 7 = 630), and if the responses were split between 30 respondents ranking the

item 3rd, 50 respondents ranking it 4th and 10 participants ranking it 5th, it would have a score of 280 (3 x 30 = 90; 4 x 50 = 200; 5 x 10 = 50 therefore 30 + 200 + 50 = 280) . Items were then arranged in order of score, with a larger score indicating the item was ranked lower on the scale. As would be expected based on previous analysis, *Quality of Education* was ranked first based on score, with an average rank of 1.1. This was followed by the *Relationship between Parents and Teachers*, and *having Buildings and Resources of High Standard*. *Spiritual and Moral Development* was on average more than one rank above *Christian Values*. *Additional Provisions* attained the highest score, only very slightly above *Christian Values*, and both were on average ranked 5.8th in importance.

Table 19. Question 4b Items Arranged by Rank Score

	Score	Average Rank
Quality of Education	102	1.1
Relationship between Parents and Teachers	251	2.8
Buildings and Resources of High Standard	326	3.6
Spiritual and Moral Development	362	4.0
Travel Distance	434	4.8
Christian Values	521	5.8
Additional Provisions	524	5.8

Question 5: Additional Comments

Of 159 respondents, 24 elected to insert additional comments in this section. They were sorted into one of three classes, and are discussed below.

Religion and Education

Of the 24 responses to Question 5, half concerned the relationship between religion and education, whilst the rest concerned aspects of education not related to religion, and are discussed below. One respondent felt that their school (Ysgol Ffridd y Llyn) was excellent, but was concerned that “the strong tradition of Christian education in this country is being gradually eroded”. Two felt that parents should have the right to send their children to schools that provide religiously integrated education, irrespective of their religion. One parent was very concerned that pupils who attend Ysgol Beuno Sant were not adequately involved with the Church and did not regularly attend. Others indicated that they were in favour of Church run schools, and felt that the questionnaire did not reflect the strong ties between

Church and school. They felt strongly that the questionnaire was forcing them to choose between religion and quality of education.

Others were of the opposite view. One indicated that they were Christians, but did not feel the Church had a role to play in education in Wales, which they felt was reflected in the small numbers attending Beuno Sant. Others felt that factors such as Religious Education in the curriculum, and the ability to receive spiritual and religious instruction in church, meant that there was no need for further integration of Church and education.

Quality of Education

Many respondents indicated either satisfaction with the current standard of education, or suggested ways to improve. Some indicated that it was important that education was provided through the medium of Welsh, and one believed that it was important that this be a rural education. Some believed that small class sizes were important, while others felt that classes should consistently have the same teachers and stressed the value of good teaching staff. One stressed the importance of a sixth form at Ysgol y Berwyn.

Community

Some respondents also indicated that it was important to Bala as a town to retain its secondary school, but that it should also open as an adult learning centre for personal development within the community. One suggested that it would be useful if schools could take children for half days before they started full time, which would be beneficial to working parents.

Section 3. Discussion

This questionnaire aimed to gather the opinions of parents in terms of the various elements which lead them to choose schools for their children, and assess the need for educational establishment run by Cyngor Gwynedd in cooperation with the Church in Wales.

One questionnaire was given to each child in each school to take home, and of the approximately 674 (based on Cyngor Gwynedd figures for 2013) questionnaires which would have been sent out, 160 were returned (23.7%). Response rates to questionnaires can tend to be low, but given that parents may have more than one child in each school (or in the case of 31 responses at least one in a primary school and in Ysgol y Berwyn), we can make a fairly solid assumption that the 160 respondents are the parents of more than 160 children. The number of responses from Ysgol y Berwyn only (without children in a primary) was however surprisingly low (9.4%). The reasons for this are unclear, but may represent reluctance by parents those children attend secondary school to give opinions on a matter which they felt only affects local primaries. When taking into consideration the number of respondents whose children attend both a primary and Ysgol y Berwyn, the number of parents whose children attend Ysgol y Berwyn rises to 61, or 19.1% of the approximate 319 questionnaires sent out.

In terms of response language, 59.4% completed the questionnaire in Welsh, 40.6% in English. While this is not indicative of language use in households, these figures closely resemble the 2011 Census which suggested that 56% of people in Gwynedd can speak, read and write in Welsh. As such, despite the relatively small size of the sample, one may infer that the sample mirrors the makeup of the population in terms of language use, is broadly representative of this population and reflects the opinions of the parents whose children attend the local primary schools. However, given the disparity in the number of respondents with children in primary rather than secondary schools, any meaningful comparison between primary and secondary is likely to be superfluous.

Quality of Education

Across all questions respondents tended to indicate that the most important influence on their choice of school is the quality of education. To Question 3, where respondents were asked which of four views best reflected their own when it came to choosing a school, 76.9% of respondents indicated that *"The only thing that matters to me is that my child has a good education"*, with a number of parents making comments indicating this, such as "Our child's education is the most important thing to us as a family".

A small number of participants felt that question 3 was forcing them to make a choice between Christian schooling and high quality education, arguing that no-one would choose a religious school that provides a poor education. However in Question 4a, participants were asked to rate on a four-point scale the importance of the quality of education when choosing a school, and 95.6% of respondents indicated that it was “Very Important”, with 4.4% responding that it was “Important”. No one responded “Not Important” or “Not Important at All”. When they were asked in Question 4b to rank seven items, with 1 as the most important, 93.3% ranked the item 1st out of the 7. Its lowest rank was 5th out of 7. When ranks were assigned scores (see Table 19) the *Quality of Education* was ranked first, with an average rank of 1.1, over one whole rank above the next ranked item. Clearly based on this data, the *Quality of Education* received was the most important factor for almost all respondents.

If the *Quality of Education* is generally agreed to be the most important factor in the choice of school, the factors that enable this are also ranked highly. In terms of average ranks (see Table 19) the second highest ranked item (average 2.8) was a *Good Relationship between Parents and Teachers*, with *School Buildings and Resources of High Quality* ranked third (average 3.6). However, *Additional Provisions*, such as breakfast clubs, was ranked lowest, with an average rank of 5.8. Seemingly parents rank highly elements which contribute to a high quality education, but do not seem to feel that extracurricular clubs add much value to the educational experience.

The Role of Religion in School Selection

Respondents were asked in Question 3 to indicate which statement best conveyed their views about choosing a school for their child. Parents could respond that they wished to send their child to a school maintained by Cyngor Gwynedd only, that they wished to send their child to a school run in cooperation with the Church in Wales, that maintaining schools in cooperation with the Church was important to provide a choice for parents (not necessarily themselves), or that the only concern was the quality of education.

Of the respondents who completed the question, 16% indicated that they wished their child to attend a school run by Cyngor Gwynedd only, suggesting an indifference

towards attending a school with a religious element. One of these respondents wrote that they were concerned about the role of the Church in the decision making process of the provision of education. The number of these parents was larger than the number of those who replied that it was important their children attend a school run in cooperation with the Church, or that parents had a choice to send their children to these schools, 7.1% in total. However, the majority of respondents (76.9%) indicated that the only thing which was important to them was the quality of education received.

Taken on its own this does not necessarily suggest that there is a lack of demand for schools run in cooperation with the Church, only that 16% of the sample was apparently indifferent to the idea, or did not explicitly want their children to attend one. The 2011 census indicates that 59.5% of people in Gwynedd and 64.8% in the Bala region identify themselves as Christian (denominational data is not available), and Question 4a broadly mirrors this. When asked to rate on a four point scale the importance of the *Formal Expectation that Christian Values were Integral to School Life*, the responses were almost evenly split, with slightly more responding that it was either “Very Important” or “Important” (53.9%) than that it was either “Not Important” or “Not Important at All” (46.1%). Looking at those who responded that they wished that their children attend a school run by Cyngor Gwynedd only, 39.1% indicated that *Christian Values* were “Important”, while only 3 of them (12%) indicated that it was “Not Important at All”.

Those who indicated that the only thing that mattered was the *Quality of Education* were split almost evenly between those who indicated that *Christian Values* were “Very Important” or “Important”, and those who felt they were “Not Important” or “Not Important at All” (52.1% versus 47.9% respectively). As such it appears that many parents wished that some degree of *Christian Values* were present in their child’s school, even if the school itself was not formally run in cooperation with the Church.

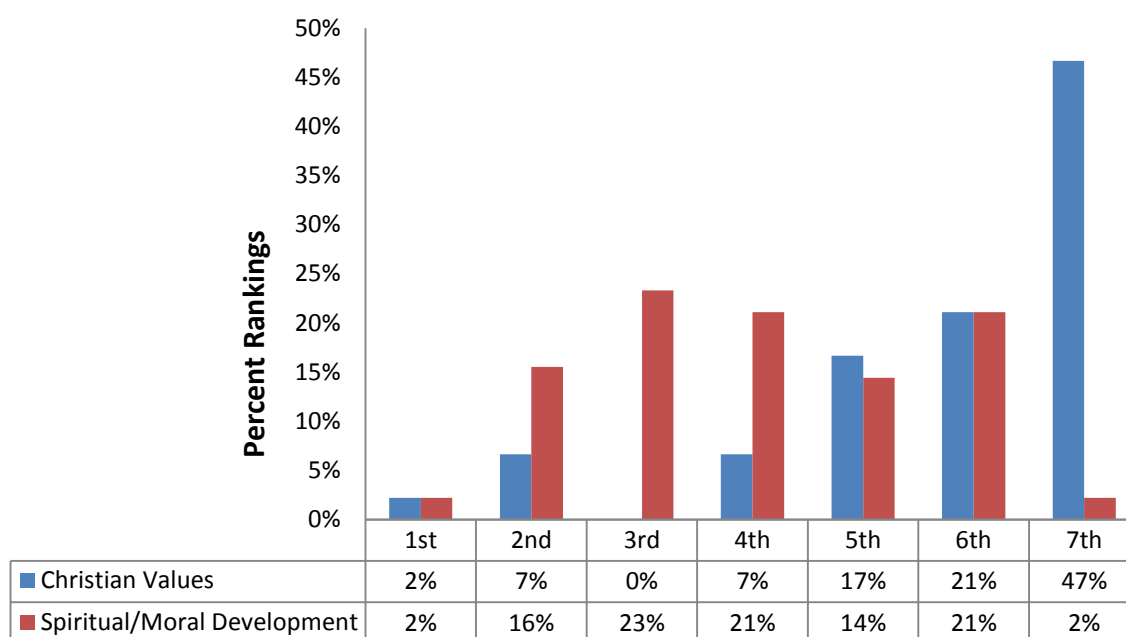
In Question 4b parents were asked to rank in order of importance 7 factors that might influence their decision when choosing a school. Only two people of those who correctly responded to the questionnaire indicated that the *Formal Expectation of Christian Values* was ranked 1st in their list. Indeed, 84.5% ranked this item below the midpoint of 4 (5th, 6th or 7th). Of those who rated Christian Values as “Very Important” in Question 4a (and

successfully completed 4b), 3 (50%) rated the item as either 5th or 6th out of 7. Of those who rated *Christian Values* as “Very Important” or “Important” in question 4a and successfully completed 4b, 69.6% ranked the item 5th or lower, with 15.2% ranking it 7th. Of those who rated *Christian Values* as “Not Important” or “Not Important at All” and completed 4b, all ranked the item 5th or lower, with 81% ranking it 7th.

Evidently around half of respondents believed that *Christian Values* are at least “Important”, however it appears that while they are valued, they are not considered to be as important to their children’s education as a *Good Relationship with Teachers*, or *Buildings and Resources of a High Standard*. It is therefore interesting to compare the performance of the *Christian Values* item with the next item in the list “*The school supports the children’s spiritual and moral development*“. *Spiritual and Moral Development* was rated consistently higher across all responses than *Christian Values*; with 85.2% indicating *Spiritual and Moral Development* was either “Very Important” or “Important” (compared to 53.9% for *Christian Values*). This item was rated highly by people who had indicated that *Christian Values* were not important to their choice of school, as of those who had responded “Not Important” or “Not at All Important” to the item on *Christian Values*, 71.4% of them indicated that *Spiritual and Moral Development* was either “Important” or “Very Important” (54.3% versus 17.1% respectively).

In comparison with the *Christian Values* data, the ranked importance of the *Spiritual and Moral Development* item was more evenly distributed (see Figure 16). Respondents tended to rank the item as 5th or lower less often than the *Christian Values* item (37.7% of *Spiritual and Moral Development* responses ranked 5th or lower, compared to 84.5% for *Christian Values*), and 41.1% ranked it 1st, 2nd or 3rd (2.2%, 15.6% and 23.3% respectively).

Figure 16. Comparison of Christian Values and Spiritual Moral Development across all Rankings



By comparing the ranked scores in Table 16, we see that Spiritual and Moral Development had an average rank of 4.0, while Christian Values was nearly two ranks below it, with an average rank of 5.8. Again, it appears that while slightly over half of parents indicate that Christian Values are important to them, it ranks below Spiritual and Moral Development, which itself is less important than the quality of education, and the resources that enable it.

Closing Comments

The questionnaire delivered to parents of the Berwyn catchment area identifies a number of important points relevant the educational needs of pupils and parents, as well as the future provision of education in the area. Three main points arose from the analysis.

1. The vast majority of parents believe that the quality of education received by their children is the most important factor in their choice of school. It was rated overwhelmingly high and ranked as the number one most important factor by nearly all responding parents. Parents appear to believe that a good relationship with teachers and high quality school facilities are instrumental to the provision of

excellent education, given their high ratings and average rankings as second and third in importance after quality of education.

2. Parents believe that factors such as the distance to the school, and additional provisions are important when choosing a school. However, when they are examined in terms of importance relative to other factors, they are less important than factors such as the quality of school facilities, and spiritual and moral development at the school.
3. Many parents also believe that the spiritual and moral development of their children is an important factor in the choice of school. This tends to be ranked higher in importance than whether Christian values are specifically integrated into their child's education, even amongst parents who do not feel that the integration of specifically Christian values are important to them. Despite this, slightly over half (53.9%) of parents felt that it was either important or very important that some form of Christian values should be integrated into their child's education, and are perhaps not opposed to the concept of education within a Church in Wales school.
4. Given that over three quarters (76.9%) of parents indicated that the only thing that mattered to them when choosing a school was the quality of education, it seems to be fair to assume that the majority of parents in the Berwyn catchment area are not necessarily concerned by whether a school is maintained by Cyngor Gwynedd or the Church in Wales, as long as that school provides the best education possible. To this majority of parents, educational quality is the clear priority, irrespective of the provider.

Appendix A: Further Data Tables

The following appendix provides a breakdown of ratings and ranks to each item in Questions 3, 4a and 4b split by schools. All totals are total number of responses per school. Each identical item from Questions 4a and 4b are displayed on the same page for comparison of rating and ranking. Note that the one respondent who did not include the name of a school is excluded from these tables.

Table 20: Question 3, Which Statement Best Conveys Views When Choosing School, Split by School

	Child Attends School Maintained by Cyngor Gwynedd Only		Child Attends School run in Partnership with Church		School Run in Partnership with Church to give Choice to Parents		Only thing that Matters is Good Education		Total
Ysgol Beuno Sant			1	6.7%	3	20%	11	73.3%	15
Ysgol Bro Tegid	14	36.8%					24	63.2%	38
Ysgol Bro Tryweryn	1	4.2%	1	4.2%			22	91.7%	24
Ysgol Ffridd y Llyn	1	6.3%			3	18.8%	12	75.0%	16
Ysgol OM Edwards	6	18.8%			1	3.1%	25	78.1%	32
Ysgol y Berwyn	3	9.8%			2	6.5%	26	83.9%	31

Question 4a and 4b: The Quality of Education

Table 21: Question 4a, Ratings of the Quality of Education, Split by Schools

	Very Important		Important		Not Important	Not Important at All	Total
Ysgol Beuno Sant	14	87.5%	2	12.5%			16
Ysgol Bro Tegid	36	94.7%	2	5.3%			38
Ysgol Bro Tryweryn	25	100.0%		0.0%			25
Ysgol Ffridd y Llyn	15	100.0%		0.0%			15
Ysgol OM Edwards	31	96.9%	1	3.1%			32
Ysgol y Berwyn	29	93.5%	2	6.5%			31

Table 22: Question 4b, Rankings of the Quality of Education, Split by Schools

	1st	2nd	3rd	4th	5th	6th	7th	Total
Ysgol Beuno Sant	8	88.8%			1	11.1%		9
Ysgol Bro Tegid	18	100.0%						18
Ysgol Bro Tryweryn	14	93.3%		1	6.7%			15
Ysgol Ffridd y Llyn	7	87.5%	1	12.5%				8
Ysgol OM Edwards	21	91.3%	1	4.3%	1	4.3%		23
Ysgol y Berwyn	16	94.1%	1	5.9%				17

Question 4a and 4b: The Formal Expectation that Christian Values are Integral to the Life of the School

Table 23: Question 4a, Ratings of the Formal Expectation that Christian Values are Integral to the Life of the School

	Very Important		Important		Not Important		Not Important at All		Total
Ysgol Beuno Sant	2	12.5%	5	31.3%	8	50.0%	1	6.3%	16
Ysgol Bro Tegid			15	40.5%	16	43.2%	6	16.2%	37
Ysgol Bro Tryweryn	3	13.6%	12	54.5%	7	31.8%			22
Ysgol Ffridd y Llyn	6	40.0%	5	33.3%	2	13.3%	2	13.3%	15
Ysgol OM Edwards	3	9.4%	13	40.6%	12	37.5%	4	12.5%	32
Ysgol y Berwyn	2	6.5%	17	54.8%	9	29.0%	4	12.9%	31

Table 24: Question 4b, Rankings of the Formal Expectation that Christian Values are Integral to the Life of the School

	1st		2nd		3rd		4th		5 th		6th		7th		Total
Ysgol Beuno Sant	1	11.1%	2	22.2%					1	11.1%			5	55.5%	9
Ysgol Bro Tegid							3	16.7%			5	27.8%	10	55.6%	18
Ysgol Bro Tryweryn							2	13.3%	3	20.0%	4	26.7%	6	40.0%	15
Ysgol Ffridd y Llyn			1	12.5%			1	12.5%			1	12.5%	5	62.5%	8
Ysgol OM Edwards	1	4.3%	1	4.3%					7	30.4%	5	21.7%	9	39.1%	23
Ysgol y Berwyn			2	11.8%					4	23.5%	4	23.5%	7	41.2%	17

Question 4a and 4b: The School Supports the Children's Spiritual and Moral Development

Table 25: Question 4a, Ratings of the School Supports the Children's Spiritual and Moral Development

	Very Important		Important		Not Important		Not Important at All		Total
Ysgol Beuno Sant	4	25%	10	62.5%	2	12.5%			16
Ysgol Bro Tegid	14	36.8%	16	42.1%	4	10.5%	4	10.5%	38
Ysgol Bro Tryweryn	9	40.9%	10	45.5%	3	13.6%			22
Ysgol Ffridd y Llyn	9	56.3%	5	31.3%	2	12.5%			16
Ysgol OM Edwards	11	34.4%	16	50.0%	5	15.6%			32
Ysgol y Berwyn	10	33.3%	17	56.7%	3	10%			30

Table 26: Question 4b, Rankings of the School Supports the Children's Spiritual and Moral Development

	1st		2nd		3rd		4th		5th		6th		7th		Total
Ysgol Beuno Sant			1	11.1%			2	25.0%	3	25.0%	3	37.5%			9
Ysgol Bro Tegid			3	16.7%	4	22.2%	4	22.2%	4	22.2%	3	16.7%			18
Ysgol Bro Tryweryn			2	13.3%	3	20.0%	1	6.7%	1	6.7%	7	46.7%	1	6.7%	15
Ysgol Ffridd y Llyn	1	12.5%	2	25.0%			3	37.5%			2	25.0%			8
Ysgol OM Edwards	1	4.3%	2	8.7%	7	30.4%	5	21.7%	4	17.4%	4	17.4%			23
Ysgol y Berwyn			4	23.5%	7	41.2%	4	23.5%	1	5.9%			1	5.9%	17

Question 4a and 4b: A Good Relationship Between Parents and Teachers

Table 27: Question 4a, Ratings of Travelling Distance to the School

	Very Important		Important		Not Important		Not Important at All		Total
Ysgol Beuno Sant	3	18.8%	13	81.3%					16
Ysgol Bro Tegid	13	34.2%	18	47.4%	5	13.2%	2	5.3%	38
Ysgol Bro Tryweryn	11	50.0%	9	40.9%	1	4.5%	1	4.5%	22
Ysgol Ffridd y Llyn	4	25.0%	11	68.8%	1	6.3%			16
Ysgol OM Edwards	10	31.3%	15	46.9%	6	18.8%	1	3.1%	32
Ysgol y Berwyn	6	19.4%	20	64.5%	4	12.9%	1	3.2%	31

Table 28: Question 4b, Rankings of Travelling Distance to the School

	1st		2nd		3rd		4th		5th		6th		7th		Total				
Ysgol Beuno Sant		1	11.1%		1	11.1%		2	22.2%		2	22.2%		2	22.2%	1	11.1%	9	
Ysgol Bro Tegid					2	11.1%		2	11.1%		7	38.9%		5	27.8%		2	11.1%	18
Ysgol Bro Tryweryn		4	26.7%					4	26.7%		7	46.7%							15
Ysgol Ffridd y Llyn					1	12.5%		1	12.5%		2	25.0%		3	37.5%		1	12.5%	8
Ysgol OM Edwards		2	8.7%		1	4.3%		7	30.4%		5	21.7%		5	21.7%		3	13.0%	23
Ysgol y Berwyn					2	11.8%		3	17.6%		6	35.3%		3	17.6%		3	17.6%	17

Question 4a and 4b: A Good Relationship between Parents and Teachers

Table 29: Question 4a, Ratings of a Good Relationship between Parents and Teachers

	Very Important		Important		Not Important		Not Important at All	Total
Ysgol Beuno Sant	12	75.0%	4	25.0%				16
Ysgol Bro Tegid	35	92.1%	3	7.9%				38
Ysgol Bro Tryweryn	22	91.7%	2	8.3%				24
Ysgol Ffridd y Llyn	13	81.3%	3	18.8%				16
Ysgol OM Edwards	24	75.0%	7	21.9%	1	3.1%		32
Ysgol y Berwyn	21	67.7%	10	32.3%				31

Table 30: Question 4b, Rankings of a Good Relationship between Parents and Teachers

	1st		2nd		3rd		4th		5th		6th		7th		Total
Ysgol Beuno Sant			3	33.3%	3	33.3%	2	22.2%			1	11.1%			9
Ysgol Bro Tegid			11	61.1%	7	38.9%									18
Ysgol Bro Tryweryn			8	53.3%	6	40.0%	1	6.7%							15
Ysgol Ffridd y Llyn			1	12.5%	3	37.5%	2	25.0%	2	25.0%					8
Ysgol OM Edwards			12	52.2%	6	26.1%	3	13.0%	2	8.7%					23
Ysgol y Berwyn	1	5.9%	6	35.3%	5	29.4%	5	29.4%							17

Question 4a and 4b: School Buildings and Resources are of a High Standard

Table 31: Question 4a, Ratings of School Buildings and Resources are of a High Standard

	Very Important		Important		Not Important		Not Important at All	Total
Ysgol Beuno Sant	7	43.8%	9	56.3%				16
Ysgol Bro Tegid	27	71.1%	11	28.9%				38
Ysgol Bro Tryweryn	15	60.0%	8	32.0%				25
Ysgol Ffridd y Llyn	10	62.5%	5	31.3%	1	6.3%		16
Ysgol OM Edwards	20	62.5%	11	34.4%	1	3.1%		32
Ysgol y Berwyn	17	53.1%	15	46.9%				31

Table 32: Question 4b, Rankings of School Buildings and Resources are of a High Standard

	1st	2nd	3rd	4th	5th	6th	7th	Total
Ysgol Beuno Sant		2 22.2%	4 44.4%	2 22.2%		1 1.1%		9
Ysgol Bro Tegid		4 22.2%	5 27.8%	6 33.3%	2 11.1%		1 5.6%	18
Ysgol Bro Tryweryn	1 6.7%	1 6.7%	4 26.7%	4 26.7%		3 20.0%	2 13.3%	15
Ysgol Ffridd y Llyn		3 37.5%	2 25.0%		2 25.0%	1 12.5%		8
Ysgol OM Edwards		5 21.7%	8 34.8%	7 30.4%	2 8.7%	1 4.3%		23
Ysgol y Berwyn		4 23.5%	3 17.6%	5 29.4%	4 23.5%	1 5.9%		17

Question 4a and 4b: Additional Provisions (e.g. Breakfast Clubs, After-school Clubs)

Table 33: Question 4a, Ratings of Additional Provisions (e.g. Breakfast Clubs, After-school Clubs)

	Very Important		Important		Not Important		Not Important at All		Total
Ysgol Beuno Sant	6	37.8%	6	37.8%	4	25.0%			16
Ysgol Bro Tegid	11	28.9%	17	44.7%	10	26.3%			38
Ysgol Bro Tryweryn	5	22.7%	14	63.6%	2	9.1%	1	4.5%	22
Ysgol Ffridd y Llyn	7	43.8%	5	31.3%	4	25.0%			16
Ysgol OM Edwards	7	21.9%	12	37.5%	13	40.6%			32
Ysgol y Berwyn	3	9.7%	14	45.2%	14	45.2%			31

Table 34: Question 4b, Rankings of Additional Provisions (e.g. Breakfast Clubs, After-school Clubs)

	1st	2nd	3rd	4th	5th	6th	7th	Total
Ysgol Beuno Sant			1 11.1%	1 11.1%	2 22.2%	2 22.2%	3 33.3%	9
Ysgol Bro Tegid				3 16.7%	5 27.8%	5 27.8%	5 27.8%	18
Ysgol Bro Tryweryn			2 13.3%	2 13.3%	4 26.7%	1 6.7%	6 40.0%	15
Ysgol Ffridd y Llyn			2 25.0%	1 12.5%	2 25.0%	1 12.5%	2 25.0%	8
Ysgol OM Edwards				1 4.3%	3 13.0%	8 34.8%	11 47.8%	23
Ysgol y Berwyn					2 11.8%	9 52.9%	6 35.3%	17

Appendix B: Questionnaire.

A.

1. In which town/village do you live?

2. Which school does your child(ren) attend? (Tick however many that are applicable)

- | | | |
|---------------------|--------------------------|---|
| Ysgol Beuno Sant | <input type="checkbox"/> | 1 |
| Ysgol Bro Tegid | <input type="checkbox"/> | 2 |
| Ysgol Bro Tryweryn | <input type="checkbox"/> | 3 |
| Ysgol Ffridd y Llyn | <input type="checkbox"/> | 4 |
| Ysgol OM Edwards | <input type="checkbox"/> | 5 |
| Ysgol Y Berwyn | <input type="checkbox"/> | 6 |

3. Which of the following statements best conveys your views when choosing a school for your child? (Tick one answer only)

- | | | |
|--|--------------------------|---|
| It is important to me that my child attends a school maintained by Cyngor Gwynedd only | <input type="checkbox"/> | 1 |
| It is important to me that my child attends a school maintained by Cyngor Gwynedd in partnership with the Church in Wales and with the support of other Christian denominations | <input type="checkbox"/> | 2 |
| It is important that schools maintained by Cyngor Gwynedd in partnership with the Church in Wales and with the support of other Christian denominations. are available in my area in order to provide a choice for parents | <input type="checkbox"/> | 3 |
| The only thing that matters to me is that my child has a good education | <input type="checkbox"/> | 4 |

Any other comments (please specify):

4a.

Here is a list of factors which might influence your decision when choosing a school for your child. Please rate these according to their importance to you by ticking one box for each point.

	1	2	3	4
	Very Important	Important	Not Important	Not important at all
The quality of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The formal expectation that Christian values are integral to the life of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school supports the children’s spiritual and moral development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travelling distance to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A good relationship between parents and teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School buildings and resources that are of a high standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional provision (e.g. breakfast clubs, after-school clubs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4b. Please rank the following points according to their importance. Please use a scale of 1 to 7 with 1 as the most important.

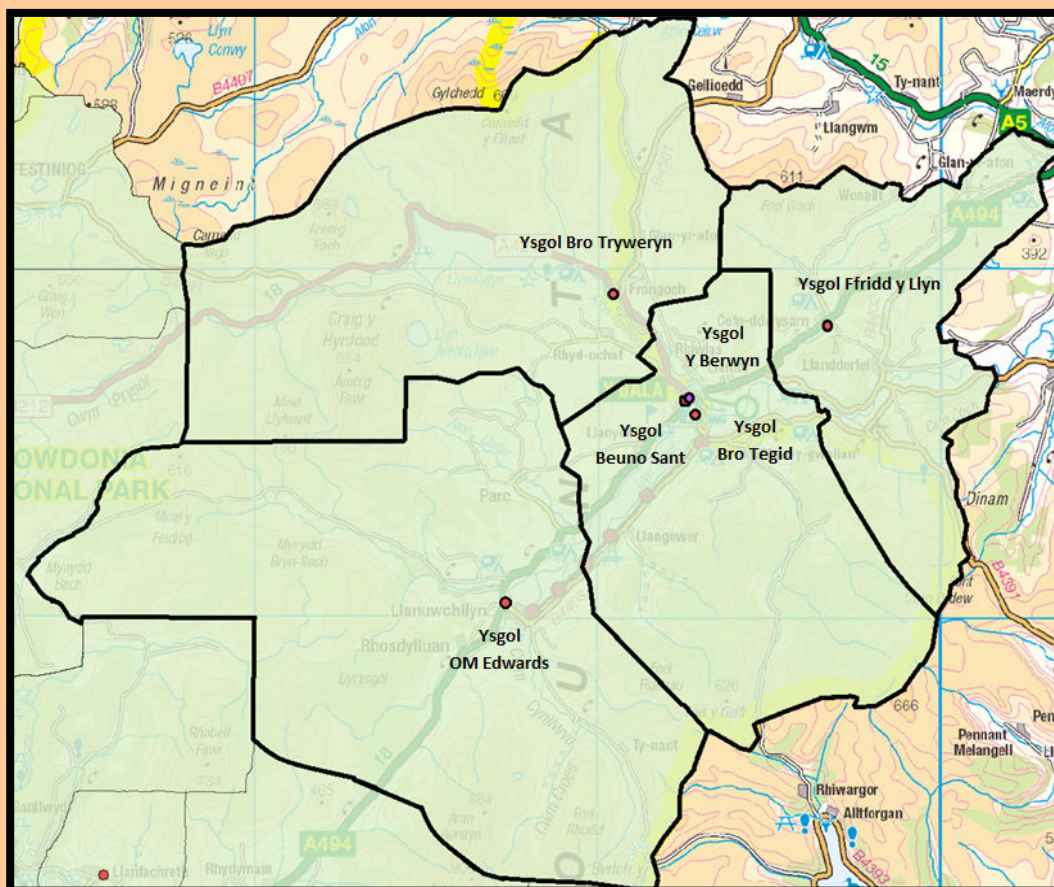
- The quality of education
- The formal expectation that Christian values are integral to the life of the school

- The school supports the children’s spiritual and moral development
- Travelling distance to the school
- A good relationship between parents and teachers
- School buildings and resources that are of a high standard
- Additional provision (e.g. breakfast clubs, after-school clubs)

5. Do you have any further comments that you would like to share with us about the issues included in this questionnaire?

Community Impact Assessment Report

Possible Models for Y Berwyn Catchment Area



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1. INTRODUCTION

As part of the statutory consultation process, a community impact assessment needs to be undertaken in accordance with the School Organisation Code 006/2013. This assessment is subject to the Welsh Government national guidelines for the reorganisation of schools, and includes a study of the unique needs of rural communities.

“In some areas, the school can also be the centre point of community activity, and the implications of its closure could be more than a matter of providing education. The school can be a special feature in rural areas if school buildings are used for the provision of services for the local community.”

“The case that is put forward for a proposal should show that an assessment has been undertaken on the impact the closure of the school could have on the community, and how the community facilities provided by the school at present are to be maintained. If there is a proposal for the closure of the school the Local Authority should consider what measures need to be taken to maintain or to improve the connection with the education process and with other facilities offered by schools, such as activities before and after school, which could help tackle child poverty.”

Source: Circular 006 /2013

School reorganisation discussions are being held in Y Berwyn catchment area, namely the area surrounding Y Bala, in Meirionnydd. Within Y Berwyn catchment area there are 6 schools - one secondary school for pupils aged 11-19 (Ysgol Y Berwyn) and 5 primary schools. Ysgol Bro Tegid and Ysgol Beuno Sant are in the town of Bala and there are 3 rural primary schools - Ysgol OM Edwards in Llanuwchllyn, Ysgol Bro Tryweryn in Frongoch, and Ysgol Ffridd y Llyn in Cefnddwysarn.

2. SUMMARY OF THE CATCHMENT AREA

The Area

The town of Y Bala is an old market town on the banks of the largest natural lake in Wales, Llyn Tegid, and located within the Snowdonia National Park. Bala and Penllyn are among the strongholds of the Welsh language and culture and its natural landscape, views, agriculture and rich history make it a well-known area throughout Wales.

The catchment area surrounding the town of Y Bala includes community areas such as Llanuwchllyn, Llandderfel, Llanycil and Llangower.

Y Berwyn catchment area is a very rural area – steeped in history and a stronghold of the Welsh language. There are a number of individual communities, each with their own identity. The catchment area is culturally vibrant with a number of activities such as cerdd dant choirs and choral speaking parties, choirs, Urdd aelwydydd, a strong tradition of support for Eisteddfodau and Young Farmers Clubs.

The Economy

The economy in the area is very dependent on a small number of sectors, namely the retail / distribution sector, hotels, catering, the public administration sector, education and health and the production sector. In terms of employment opportunities, 22.53% of the population in employment (either employed or self-employed) work within the first sector named above, 21.36% work in the second and 18.90% in the third. The agriculture, forestry and fishing sector is also important with 11.54% of the population employed in this sector. The prominence and importance of these sectors for the economy and for local employment and income reflects the tendency at local and at national levels of being dependent on them.

Deprivation

According to the Welsh Index of Multiple Deprivation 2005 (WIMD) Llandderfel and Llanuwchllyn ward and Y Bala ward are placed in the lowest 50% within Gwynedd.

According to the Local Government Data Unit, Llanuwchllyn and Llandderfel stand at 53rd out of the 70 areas in Wales which have been identified as the areas furthest located from services.

The Work Seekers Allowance count (based on income) states that 1.8% of the working age population of Bala and Penllyn were receiving this allowance in December 2005, this is slightly lower than the average for Gwynedd, namely 2.6%. The highest % of claimants were in Y Bala ward (2.6%), with Llandderfel lower (1.4%) and the lowest % of claimants to be found in Llanuwchllyn ward (0.8%).

Of the 2.1% of Work Seekers Allowance claimants in Bala and Penllyn, 47.5% belong to the 25-49 age group, and the majority of the total (65.6%) have been unemployed for less than six months. The pattern in Bala and Penllyn follows the county and national tendencies.

3. The Schools in the Catchment Area

3.1 Schools context according to Estyn Inspections

As part of the Estyn inspection, the authors of the reports, namely the inspectors, set the schools within a context and give details of their community involvement. This is the context given to the schools in Y Berwyn catchment area by the Estyn inspectors.

Ysgol Y Berwyn

Ysgol Y Berwyn is a naturally bilingual community school, for pupils between 11 and 18 years old, located within the small town of Y Bala. The school serves a wide rural area. The majority of the pupils come from the five primary schools within the catchment area in Gwynedd. A small number of learners transfer from primary schools in Denbighshire and Conwy. Six per cent of the pupils qualify for free dinners, a figure which is considerably lower than the national average of 17.7%. In terms of additional educational needs, 22% of the pupils at the school are on the register with 3% on statement of special educational needs. These figures are slightly higher than the national figures. 79% of the pupils come from homes where Welsh is spoken but 97% of pupils follow the Welsh first language GCSE course. There are no pupils receiving help in learning English as an additional language.

(November 2013)

Ysgol Beuno Sant

Beuno Sant is a voluntary school aided by the Church in Wales and serves the town and outskirts of Bala. The school receives pupils into full time education in the September following their fourth birthday. At present, 20% of the pupils qualify for free school dinners – this is close to the national average. 58% of the pupils come from homes where Welsh is spoken. However, the school notes that only 6% of the pupils come from a background where Welsh is the main language of the home. Welsh is the teaching and learning medium in the Foundation Phase. In key Stage 2, the pupils are taught through the medium of Welsh and English with the aim of making them bilingual by the time they transfer to secondary school at the age of 11. Approximately 34% of the pupils are on the additional educational needs register, which contains very few pupils with statement of special educational needs.

(April 2014)

Ysgol Bro Tegid

Ysgol Bro Tegid, located within the town of Y Bala, serves the town and the surrounding rural area. It is maintained by the local authority, namely Gwynedd. Pupils are accepted into the school in the September following their fourth birthday.

71% of the pupils come from homes where Welsh is spoken as the first language; 1% from an ethnic minority background and the remainder from homes where English is the main communication language. Welsh is the main communication and teaching medium at the school. A number of social backgrounds are represented and the area is not recognised as thriving but neither is it economically deprived. 7% of the pupils qualify for free school dinners. This figure is lower than both county and national averages. 27% of the pupils have special educational needs and 1% on statement.

(February 2011)

Ysgol Bro Tryweryn

The school is located in the vilage of Fron Goch, approximately two miles from Bala in Gwynedd. Almost all the pupils are from homes where Welsh is spoken as the first language. There are no pupils from an ethnic minority background. 20% of the pupils have additional educational needs, which is slightly higher than the national average. There are no pupils with a statutory statement of special educational needs. None of the pupils qualify for free school dinners.

(November 2014)

Ysgol Ffridd y Llyn

Ysgol Ffridd y Llyn is a naturally bilingual area school located half way between the villages of Sarnau and Llandderfel, close to Bala in the county of Gwynedd. The school was established in 1977 and serves the village and the surrounding area.

The school receives pupils aged between 3-11 years old. On the whole, the school has pupils of the full ability range – their attainment is good when they enter the school. The area is neither a deprived or an economically thriving area. 4% of the pupils are registered as qualifying for free school dinners. Welsh is the main medium in school life and work and it is believed that 76% of the pupils speak Welsh as their first language, or to a similar level. 56% of the pupils come from homes where Welsh is spoken as the first language and 44% from homes where English is the main family language.

All the pupils belong to the white ethnic group. The County Council does not ‘care’ for any pupil and no pupil receives lessons in English as an additional language. One pupil is on a statement of special educational needs (SEN) and three other pupils have been identified with additional educational needs (AEN)

(February 2010)

Ysgol O.M. Edwards

The school serves the village of Llanuwchllyn and the surrounding farming area. The area is not considered as thriving but neither is it economically deprived. Around 2% of the pupils qualify for free school dinners – this is considerably lower than the national average.

Approximately 10% of the pupils are on the additional educational needs register. 3% receive help at operational level by the school, 3% receive help on operational level by the school and others and 3% have a statement of special educational needs. All the pupils are from British white ethnic background.

The school is regarded as a naturally Welsh establishment. 88% of the pupils come from homes where Welsh is the main language. Welsh is the main medium for work and life at the school. Welsh is used as the main teaching language in the Foundation Phase and English is introduced gradually from year 1 onwards as is appropriate for the individual. All the pupils are taught through the medium of both Welsh and English from seven years onwards with the aim of getting the pupils totally bilingual by the time they transfer to the secondary school, at 11 years old.

(May 2012)

3.2 Statistical information about the schools

School	Full Capacity	Number on the register September 2014	Number of Surplus Places 2014	% of Surplus Places 2014	School Designation
Ffridd Y Llyn	71	64	7	10%	Community
OM Edwards	98	94	4	4%	Community
Bro Tryweryn	60	49	11	18%	Community
Bro Tegid	95	115	0	0%	Community
Beuno Sant	89	46	43	48%	Voluntary Aided (Church in Wales)
Y Berwyn	730	317	413	57%	Community

3.3 Information on the location of pupils' homes and choice of schools

With the exception of Ysgol Beuno Sant, each school has a specific catchment area which it serves and which is important with regard to the Council's entry and transport policy. Pupils do not have to attend their catchment area school – the choice is made by the parents (in accordance with the entry policy). Ysgol Beuno Sant has no catchment area since it is a Church school.

Primary ex-catchment area pupils:

		Living within the school catchment area (September 2014)						School Total	Ex-catchment area total school by school
		Bro Tegid	OM Edwards	Bro Tryweryn	Ffridd y Llyn	Beuno Sant	Other		
Attending school (September 2014)	Bro Tegid	108	1	1	3	Church school therefore no defined catchment area	2 x Gwynedd	115	7 (6%)
	OM Edwards	5	86	3	0		0	94	8 (9%)
	Bro Tryweryn	2	9	30	2		2 x Denbigh 1 x Conwy	46	16 (35%)
	Ffridd y Llyn	12	1	3	40		4 x Denbigh 3 x Llandrillo / Corwen 1 x Maesincla	64	24 (38%)
	Beuno Sant	43	0	1	1		1 x Denbigh	46	-
	Arall	43	0	1	1				
Total living in the catchment area		171	97	38	46				
Ex-catchment area total - each catchment area		63 (37%)	11 (11%)	8 (21%)	6 (13%)				
Total ex-catchment area pupils		88 (25%)							

Secondary ex-catchment area pupils:

	Living within the school catchment area (September 2014)					Total
	Y Berwyn	Y Moelwyn	Ardudwy	Y Gader	Ex-County	
Attending Ysgol y Berwyn 2014-15	240 (76%)	5 (1%)	1 (1%)	1 (1%)	70 (22%)	317
Total ex-catchment area pupils	77 (24%)					

3.4 Summary of the various facilities in the rural communities

	Bala (Bro Tegid, Y Berwyn and Beuno Sant schools)	OM Edwards	Bro Tryweryn	Ffridd y Llyn
Community Centre	✓	✓		
Chapel/Church	✓	✓	✓	✓
Public Transport	✓	✓		
Shop	✓	✓	✓	
Cafe/Pub	✓	✓		
Post Office	✓	✓		
Surgery / Chemist	✓			
Library	✓			
Children's Playing Field	✓		✓	
Bank	✓			
Old People's Home	✓			
Leisure Centre	✓			
Garage	✓	✓		
Tourist Attraction	✓	✓	✓	
Village Hall	✓	✓	✓	
Ti a Fi group	✓	✓	✓	

3.5 Summary of the use made of the schools outside core school hours

	Bro Tegid	Beuno Sant	O M Edwards	Bro Tryweryn	Ffridd y Llyn	Y Berwyn
Games Groups (during school holidays)			✓			✓
Aelwyd yr Urdd		✓	✓			
Drama Groups						✓
Voluntary Groups						✓
Coffee Mornings / Evenings			?			
Community Auctions						✓
Community Library						✓
Choir Practices						✓
Welsh for Adults						✓
Town/Community Council Meetings						✓
Nursery Group / School	✓		✓			
Sports Club / Events		✓	✓			✓
After School Club		✓	✓		✓	✓
Local Interest Club			✓	✓		✓

3.6 If buildings, rooms, facilities or services are provided by the school for the community, where will they be provided if the school is closed?

School	Where will the facilities be provided if the school is closed?
Ffridd Y Llyn	The school site remains in each of the proposed models under consideration.
OM Edwards	The school site remains in each of the proposed models under consideration.
Bro Tryweryn	The school site remains in each of the proposed models under consideration.
Bro Tegid	It will be possible to use the proposed Lifelong Campus site and facilities which is within a reasonable distance.
Beuno Sant	It will be possible to use the proposed Lifelong Campus site and facilities which is within a reasonable distance.
Y Berwyn	The school site remains in each of the proposed models under consideration.

It should be noted that the after use for the site of any school which closes will be considered in accordance with the Council's after-use policy.

3.7 Information on travelling distance and time to other schools in the catchment area

The following are the travelling distances to the other schools in the catchment area

School	Distance and travelling time to other schools in Y Berwyn catchment area					
	Distance and Time	OM Edwards	Bro Tryweryn	Bro Tegid	Beuno Sant	Y Berwyn
Ffridd Y Llyn	Miles	8.9	5.8	3.0	3.0	3.0
	Minutes	512	10	5	5	5
OM Edwards	Miles		8.5	5.5	5.5	5.5
	Minutes		14	8	8	8
Bro Tryweryn	Miles			2.7	2.7	2.5
	Minutes			12	10	10
Bro Tegid					200m	200m
	Minutes				5	5
Beuno Sant						50m
	Minutes					1
Y Berwyn	Miles					
	Minutes					

3.8 Assessment of the possible impact of the models on the community

Model 1	Do nothing.	No change to the present situation
Model 2	<ul style="list-style-type: none"> • Close Ysgol y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a Lifelong Campus (LC) on the existing site of Ysgol y Berwyn in Bala • Then establish a catchment area joint committee between the LC and the three rural schools, namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn. 	No significant change in terms of impact on the community, on account of the small size of the town of Bala; there is a possibility of relocating and developing a number of community activities, but specific discussions would be required on the location of some provisions into the future. Opportunity to strengthen community collaboration in the wider area through the joint committee.
Model 3	<ul style="list-style-type: none"> • Close Ysgol y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a LC on the existing site of Ysgol y Berwyn in Bala. • Plan to federate the three rural schools, namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and establish a joint catchment area committee between the federation and the LC 	No significant change in terms of impact on the community, on account of the small size of the town of Bala; there is a possibility of relocating and developing a number of community activities, but specific discussions would be required on the location of some provisions into the future. Opportunity to strengthen community collaboration in the wider area through the joint committee.
Model 4	<ul style="list-style-type: none"> • Close Ysgol y Berwyn and Ysgol Bro Tegid and establish a LC on the existing site of Ysgol y Berwyn in Bala. • Establish a Local Collaboration Trust between Ysgol Beuno Sant and the LC • Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn to remain as they are. 	No significant change in terms of impact on the community, on account of the small size of the town of Bala; there is a possibility of relocating and developing a number of community activities, but specific discussions would be required on the location of some provisions into the future. No change in the rural areas
Model 5	<ul style="list-style-type: none"> • Close Ysgol y Berwyn, Ysgol Bro Tegid, Ysgol Beuno Sant, Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and establish a LC on the existing site of Ysgol y Berwyn in Bala. 	This would be a significant change for the communities of the catchment area. Closing all the rural schools would impact those communities. A comprehensive alleviation scheme would be called for.
Model 6	<ul style="list-style-type: none"> • Close Ysgol y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a LC on the existing site of Ysgol y Berwyn in Bala. • Plan to federate the three rural schools, namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn with the LC. 	No significant change in terms of impact on the community, on account of the small size of the town of Bala; there is a possibility of relocating and developing a number of community activities, but specific discussions would be required on the location of some provisions into the future. Opportunity to strengthen the education provision within the rural communities
Model 7	<ul style="list-style-type: none"> • Close Ysgol y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a LC on the existing site of Ysgol y Berwyn in Bala • Close Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and establish a Multi Site Area School on the existing sites of the three rural schools, namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn • Collaboration between the Multi Site Area School and the LC 	No significant change in terms of impact on the community, on account of the small size of the town of Bala; there is a possibility of relocating and developing a number of community activities, but specific discussions would be required on the location of some provisions into the future. A school presence would remain in every one of the rural communities
Model 8	<ul style="list-style-type: none"> • Close Ysgol y Berwyn, Ysgol Bro Tegid and Ysgol Beuno Sant and establish a LC on the existing site of Ysgol y Berwyn in Bala • Close Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn and establish a Multi-Site Area School on the existing site of the three rural schools, namely Ysgol OM Edwards, Ysgol Ffridd y Llyn and Ysgol Bro Tryweryn • Plan to federate the LC and the rural Multi Site Area School 	No significant change in terms of impact on the community, on account of the small size of the town of Bala; there is a possibility of relocating and developing a number of community activities, but specific discussions would be required on the location of some provisions into the future. A school presence would remain in every one of the rural communities

4. CONCLUSIONS

As part of the arrangements for some of the models, the existing sites of Ysgol Bro Tegid and Ysgol Beuno Sant are closed.

From the information presented it is shown that the schools in the town of Y Bala already share some facilities and resources, and that therefore there will not be any considerable change or harmful community impact in Y Bala because the community use at Bala can continue on the existing site of Ysgol Y Berwyn where the Lifelong Campus is located under a number of the models.

During the consultation on any proposal, there will be an opportunity to expand upon and discuss in detail the impact on the activities at present held in the schools which will be closed, in order to find answers and discover the way forward. For example, the Council is aware that consideration will have to be given to the location of the Nursery Group (Cylch Meithrin) which is at present held on the Ysgol Bro Tegid site. The Council will discuss relocation possibilities with the relevant representatives – the possibilities could include remaining in the present location, relocating to the proposed Lifelong Campus site or moving to another site in the town of Y Bala.

There is a challenge and an opportunity for the school and the community to develop on the Lifelong Campus in the town of Bala and to ensure that the site operates as a hub for a number of activities, not only for the community in the town of Bala, but for all the communities in Penllyn. Specific elements such as the library and theatre and cinema provision can be identified within the development of the campus.

As part of the possible models, it can be stated that none of the models under discussion include plans for any school in a rural community to close. This means that there is no impact on the rural communities of Ysgol OM Edwards, Ysgol Bro Tryweryn or Ysgol Ffridd y Llyn – namely the villages and communities of Llanuwchllyn, Frongoch, Llandderfel, Sarnau and Cefnoddwysarn.

Within the model of federating Ysgol OM Edwards, Ysgol Bro Tryweryn and Ysgol Ffridd y Llyn there is room to strengthen the educational provision in the rural communities for the future. Also, there are wider opportunities for the communities themselves to strengthen the educational provision through the proposed Joint Committee.